







EDUCATIONAL SUPPLEMENT  
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

## Realism and responsibility

The news that the National Association of Schoolmasters/Union of Women Teachers is to call members out on half days from next Monday to the end of term must have sent a remarkably modest shiver down the spine of Mr Baker and his colleagues. How many school days are there between now and the end of term? And anyway, is not the indignation of the NAS/UWT, in this instance, directed more against the National Union of Teachers (and Mr Doug McAvoy's prompt waving of the white flag), than against Mr Baker and his colleagues, who have no reason to depart from their already announced plan for a discussion paper in the autumn?

The NAS/UWT always has maverick tendencies. The more general response to the Conservatives' re-election with a handsome majority, is to dust down judicious speeches about realism and responsibility, and signal a resigned willingness to get on with the business of making the best of the Government's new policies. The need to do this in a constructive spirit, as David Hart points out (page 4), is made greater, not less, by the half-baked and ill-thought out nature of the policies themselves.

Being half-baked and ill-thought out, they can be improved by reasoned argument. And as the Government is making them up as it goes along, this creative process is one in which everyone can join. The proviso is the need to take the Government seriously, and try to make sense of its aims.

There are signs that this constructive attitude will surface at the Council of Local Education Authorities' conference next week. It will take a monumental effort of restraint on the part of Labour,

Liberal and SDP councillors not to recycle their old election speeches, but this is exactly what they must not do. If ever there was a time when it was necessary for local government to get its act together, this is it. Education is one of the key topics on which a local authority consensus is needed.

Warwickshire is one county which has read the writing on the wall (page 3) and recognized that now is not the time to submit a secondary reorganization scheme which turns Shakespeare's old grammar school into a comprehensive. In Kirkless (page 3), where no single party rules, Labour's long-standing opposition to TVEI has been overturned. This marks another painful spasm of common sense.

In each case there are local reasons why the authority concerned has acted as it has. But it is incidents like these which provide the straws in the wind. Our present rulers do not have to resubmit themselves for election for another four or five years. This is going to dominate the political weather charts in the coming months.

Where it is going to be hardest for the Conservatives to persuade each other and their political opponents to accept their electoral mandate at face value is in the matter of the poll tax and the reform of local government finance. Tony Travers's analysis (page 12) will bring home to readers of *The TES* how far-reaching are the changes which are threatened (or rather promised). The anxieties of Conservative back-benchers are unlikely to have been allayed by Mr Nicholas Ridley's combative response. It may be a political answer to tell them that it was in the manifesto; it won't do much to help them fend off their own constituents.

The Department of the Environment has carried through so many "reforms" of local government finance in the past 10 years that one more – even this, the Big One – is neither here nor there. The reforms up to now have been no more than holding operations – temporary expedients to satisfy irate Chancellors or exasperated Prime Ministers. Even so, they have wrecked at least one Cabinet Minister's career and caused untold political anguish.

The poll tax, on the other hand, is being represented as the long-term, principled answer to local funding, capable of restoring local responsibility and opening up a new era of local decision-making. In this guise, it is so totally unconvincing that it is hard to believe there will not be important changes made before the measure takes its final form.

As *The TES* argued last week, these plans for local government finance are going to be of fundamental importance to local education, and this needs to be kept well to the fore in the public debate. It is an awareness of this which has prompted some of the suggestions for taking the funding of local education away from the local authorities altogether, or at least having off teachers' salaries. These suggestions are open to many objections, but if there is to be a new readiness to consult constructively, they will certainly have to be considered.

Even with lengthy and generous transition arrangements, the proposals as they stand threaten to subject the education service to a traumatic experience which would take years to get over. This is the kind of self-imposed disaster we don't need.

### COMMENT

## Managing the youth scene

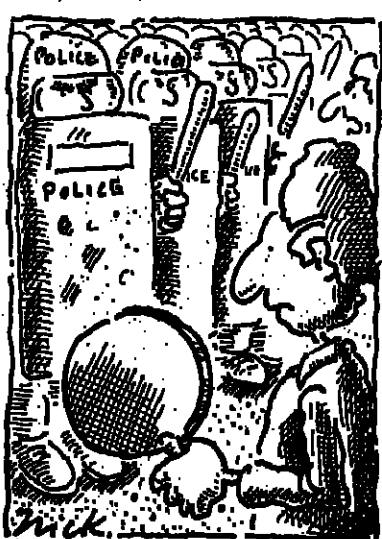
The difficulties of the youth service (pages 7-9) are all too well documented. Five years after the Thompson Report called for better direction, funding and co-ordination, very little has happened. The recent report from Croydon showed up many of the problems, not least the very basic ones of lack of communication and information, and failure within the local authority to co-ordinate work in the field, or even work within its own offices.

The Thompson Report pinned some of its hopes on national action, giving local authorities a statutory responsibility to co-ordinate youth work in their areas. In principle, this is hard to oppose, but it seems increasingly unlikely, given the demands and pressures on local authority funds and manpower, that any such statutory responsibility would make any appreciable difference. Many authorities have arrangements that would just about meet the statutory demand recommended by the report; the problem is to make them work.

The first need, as Wolverhampton has shown, is to give the co-ordination of youth work a high status and priority within the local authority. The decisions of housing, education, social services, and leisure and recreation departments have more impact, for good or bad, on young people than local authority and voluntary youth groups.

With youth groups proper, as the Croydon survey showed, there is enormous scope for better co-ordinated help with factual information about sources of funds and other support, with premises and resources, and with training to help adults in sports, or drama or church groups or even local authority youth clubs, to try to meet the disparate and often desperate needs of young people.

By giving co-ordination a high profile, it is more likely that the



money, whether from Education Support Grants or the European Community, will be identified and bid for, that local authority premises will be used as fully as possible; and that individual groups will get good information and advice. Central support could also help groups cater better for the handicapped, and give girls a better deal.

Thompson concluded that youth work is mainly about social and political education. Few adults would dispute this, though they could argue for hours about the second. But when so many agencies – schools, YTS schemes, and a wide range of voluntary youth groups – all have a contribution to make, co-ordination and a reasonable level of directed funding are the main requirements. And as the Thompson Report said, and good authorities recognize, it is essential, if difficult, to bring young people themselves into the decision-making and the setting of priorities.

Better management of existing services at local authority level would sharpen the youth lobby's campaign to give young people a needs-led, national level of priority. At present, the importance of youth work is often lost in the shuffle of other government departments. It is time to give it a more prominent place in the government's agenda.

Only co-ordinated local policy-making and action will show up other, and broader, possibilities.

## Save the children

Teachers who are unsure about their role and responsibilities in identifying and stopping child sexual abuse will take cold comfort from the current furor which has divided the professionals to be so shown as to invite questions on their basic competence in this notoriously difficult and hitherto neglected area.

First, the figures. Cleveland's child abuse consultant Mrs Sue Richardson apparently thinks that as many as one in three children in the county may be at some point sexually abused. A MORI poll suggests that one adult in 10 may have been abused during childhood. The NSPCC's studies of 11 local authority registers (the only systematic national statistics until a year ago) have revealed a big rise in its incidence, but the reliability of its evidence has been seriously questioned. Its definition of abuse (page 5) sounds a bit vague and general.

Then there is the problem of symptoms and how to interpret them. One doctor has come into violent conflict with his colleagues through the insistence that some allegedly "battered" children had merely been suffering from brittle bones. A more central argument this week turns on the difficulty of distinguishing between the marks of criminal sexual activity and those arising from coitus interruptus, and even from certain detergents in bubble baths. Much abuse of a very harmful nature leaves no physical trace.

Dangers of mis-diagnosis increase as the investigations move to the interview stage. The Great Ormond Street hospital, using anatomically correct dolls, has for the past year been the subject of hot debate. Some critics

are emotionally damaging to the children.

And finally there arises, where abuse is proved, the question of help. "Better safe than sorry" say some social workers as they take young victims from their families. Yet as experts have testified this week, the trauma of family break-up, and sometimes of guilt (however unjustified) on the part of the victim, can be as damaging emotionally as the original sin. A recent CIBA Foundation study group called for more therapeutic help as a way of encouraging parents whilst there is still time to prevent the worst from happening. A caring society cannot afford to neglect all the victims – adults as well as children.

The primary heads whose views we report this week (page 5) bring out the difficulties they face in an area where broken homes are the norm, and in families where young children are starved of affection. Outside intervention must above all be sensitive. As one head points out, children get upset for 101 reasons, so emotional disturbance must not be allowed to lead, as in the present hysterical climate, to an instant leap to the worst conclusion.

One head in Cleveland sets her face resolutely against "hard and fast" procedures which schools should follow. But the national secretary of the National Association for Pastoral Care in Education argued in this paper last November that all teachers should be given guidelines on procedure, not least so that they themselves should have legal protection should things go wrong.

### no comment

The supervisor is requested to read the following correction to the candidate list Page 2, line 11 for "Translate into English" read "Translate into French".

From a note marked "For the Supervisor-Only" sent by the Oxford and Cambridge Schools Examination Board for the SCE Advanced Level, dated in French, June 20.

### Second opinion

## Teachers have a word for it

Hilary Moriarty's article about the language that teachers use on school reports was both exquisitely well timed and uncomfortably near the truth (*TES*, June 26). Traditionally, Wimbledon entered its second week, teachers the length and breadth of the country were engaged in that seemingly endless task.

For most of us, selecting the right word or phrase doesn't come easily and we end up with something that totally fails to relay the information we had intended. In addition, there always seems too much space, or too little, and as frustration builds up, the futility of it all seems overwhelming.

Yet, the inadequacies of annual written reports have long been recognized. In 1967, the *Powder Mill* described them as "... often being a waste of time" and "so conventional that they conveyed nothing to parents".

In 1971, Sonia Jackson reviewed 46 reports submitted by members of the Advisory Council for Education. In her analysis, "Those bad school reports" (*Where? No 54*), she concluded that 90 per cent were simply exercises in "bureaucratic form-filling of the most pointless kind". She described how their special "telegraphic language" was used, not to convey information but to signal approval and disapproval and how "negative judgements" were numbered "positive judgements" by staggering five to one. She concluded: "Surely no other aspect of school life has changed so little over 30 years."

More recently, in 1977, the *WEL Green Paper, Education in Schools*, was highly critical of the "variable quality of written reports and collective 'more comprehensive and comprehensible reporting to parents'".

Now, here we are, years on and still no further forward. So why has there been no progress? Why do teachers continue to use such peculiarly stilted language on reports? Why don't we say what we mean, instead of convoluted sentences, heavy in terminology but light in substance?

As Ms Moriarty suggests, one reason is that teachers must write for a variety of agencies simultaneously. We have to appease parents, conform with colleagues, satisfy the head, and so on. Not to totally demoralize the pupil, but a little wonder that teachers guard their statements and that comments become neutralized and watered-down?

A second reason may be that teachers are wary of committing to paper categorical statements about pupils which, appearing as they do in an impersonal and decontextualized form, are easily misinterpreted.

There may be a third reason – and hidden rather more deeply in the subconscious. In his book *The Hidden School* (1979), Peter Woods refers to the "hidden function" of the report device, but also as a means of releasing parents as motivations; as a vehicle for promoting teaching as a profession with its own mystique-laden terminology.

By adopting a totally unique style of writing, teachers are able to cultivate the impression of detachment and omniscience: such as is attributed to any profession. This, in turn, helps to increase the professional image of the teacher as an expert.

Far-fetched or not, Woods's explanation certainly deserves serious consideration. And should we have to wait for the next 30 years before reports are as unaltered as they were through the last.

### IN BRIEF

## Social class advantages

The children of graduates do just as well in state schools as in the independent sector. A survey for the Department of Education and Science has shown that children from social class 1 or those with graduate parents have an equal chance of going into higher education whatever type of school they attend.

But, among young people from other social groups, entrance to higher education was more likely to follow attendance at an independent school. The survey also shows young people from higher social class backgrounds achieve better A levels on average and are more likely to apply for a university place.

Young people's intentions to enter higher education, a report of a survey carried out by the Social Survey Division of the Office of Population Censuses and Surveys for the DES, is available from HMSO, £11.50. Next week's *TES* will analyse the report and new trends in Oxbridge applications.

### Tennis complaint

Four teachers alleged to have left 40 pupils outside Wimbledon while they watched a match, face a disciplinary hearing today.

Parents of children from Tipton comprehensive in Sheffield complained that children who had paid £37 each for the trip were left unsupervised for four hours. When the school party arrived only eight tickets were left and four teachers and four pupils managed to get in to see the game.

The hearing will be in front of the chief education officer and the head of the school.

### Case for field work

The Geographical Association has told Education Secretary Mr Kenneth Baker that charging for field trips could lead pupils from poor backgrounds to miss out on an essential part of the subject.

A delegation met Mr Baker last week to present the results of an 18-month project on the place of geography in the curriculum. As well as making the case for fieldwork, the association wants to see more training in the safety aspects of school trips. It also argues for more geography in primary schools and more specialists among advisory staff.

### Parents win fight

Parents of 30 Birmingham children have won their fight to send them to the school of their choice. The Labour-controlled city council has decided, after previously opposing further expansion at the popular Baverstock comprehensive, to increase the intake to accommodate the children.

### ILTA dispute

Mr Mike Loosely, the general secretary of the inner London branch of the National Union of Teachers, has won the latest legal battle against attempts by the union to remove him from office.

Mr Loosely, one of eight London branch officers expelled or suspended from office for organizing unofficial action over Mr Kenneth Baker's legislation on pay and conditions, was granted a further injunction restraining the union from removing him from office on Wednesday. The matter will go before a full hearing.

### Free meals

More than two-thirds of pupils in the London borough of Tower Hamlets qualify for free school meals and almost half are from homes where English is not the first language.

The latest figures suggest Tower Hamlets is the poorest part of the capital and confirm the trend of increasing inner-city deprivation.

### Braille assistant

Manchester's education committee is to appoint a full-time braille transcriber for Trinity C of E high school to ensure equal opportunities for the visually impaired.

### NEWS



In the mood: these young recorder players were among 1,800 children taking part in the "Festival of Voices" held at the Albert Hall last week. The National Association of Primary Education, which staged the event, made a profit of around £1,000 and intends to hold the festival annually.

## NAS/UWT to go it alone over renewed strike action

by James Meikle

The National Association of Schoolmasters/Union of Women Teachers is to resume strike action this term over the loss of negotiating rights – even though the larger National Union of Teachers has decided against such a tactic.

The NAS/UWT's decision means that up to 12,000 teachers in 36 local education authorities will be involved in half-day strikes between next Monday and the end of term.

The NUT has promised, however, "demonstrative days of action", which may include a national one-day strike next term. The first will coincide with the Conservative Party conference early in October.

The two unions insist there is "total agreement" that the campaign to win back negotiating rights must continue. The NAS/UWT has been under

pressure from its membership to continue half-day strikes while NUT activists were dismayed when Mr Doug McAvoy, the union's deputy general secretary, expressed his opposition to continuing such action under a newly-elected Conservative government.

But the NUT leadership generally agrees with Mr McAvoy that creating alliances with parents and local authorities to "protect" state education from recent Government proposals would be easier without disruption. The NAS/UWT also stresses that it is not embarking on an indefinite strike action.

Mr Kenneth Baker, the Education Secretary, said pupils would be victims of "pointless disruptive action" and individual teachers were "showing the way" by leaving the two militant unions.

He called on the unions to devote

their energies to responding to consultations on future machinery for determining teachers' pay.

Union leaders met Mr Baker last Thursday but, as expected, received no promise that direct negotiations would be restored. Some felt the Minister was more conciliatory than he has been in recent months.

Areas to be hit by strikes are: Durham, Liverpool, Wirral, Sefton, Knowsley, St Helens, Trafford, Manchester, Rochdale, Salford, Oldham, Derbyshire, Rotherham, Doncaster, Barnsley, Sheffield, North Yorkshire, Leeds, Wakefield, Kirkcaldy, Bradford, Hillingdon, Nottinghamshire, Birmingham, Wolverhampton, Hertfordshire, Hampshire, Bexley, Merton, Barking, Havering, Newham, Redbridge, Waltham Forest, Kent, and Gwent.

## Labour group retreats on grammars abolition

by Jeremy Sutcliffe

The ruling Labour group on Warwickshire County Council has shelved plans to abolish its remaining grammar schools.

A statement issued by the group, which governs with Alliance support, said: "In our view it would be pointless and a very expensive waste of time to consult about proposals that are bound to be rejected."

Mr Roger Peach, chairman of the National Grammar Schools' Association, says the county's decision reflected "a new air of reality" towards the remaining 150 or so English and Welsh grammar schools. "It is a recognition that an opposition education authority has recognized that," he said.

Mr Neville Mallon, head of the King Edward VI boys' grammar in Stratford-upon-Avon, also welcomed the decision.

Its governors last week decided to take it out of the state sector if the comprehensive plan went ahead. But it will now remain within the local education authority.

Mr Robert Meadowcroft, Liberal leader, said his party felt the Government would impose a scheme if the council continued to oppose TVEI.

The Manpower Services Commission says about 12 authorities have yet to send in submissions for TVEI this year.



King Edward VI: replayed

King authority. The London borough of Kingston upon Thames, where the Alliance holds control with Labour support, will continue with plans to abolish the remaining grammar schools. But this could change later this month if the Alliance loses a local by-election to the Tories.

## Last TVEI rebel gives in

The last local education authority boycotting the Government's Technological and Vocational Education Initiative ended its resistance last week.

The now "hung" Kirkcaldy authority reversed its decision when Liberals voted with the Conservatives to defeat Labour, the largest party.

The Manpower Services Commission says about 12 authorities have yet to send in submissions for TVEI this year.

## Law on collective worship may change

by Bert Lodge

Church educationists broadly welcomed proposals this week from Mr Kenneth Baker, the Education Secretary, that the school day should no longer begin with an act of worship attended by the entire school.

A consultation paper sent to religious education bodies and teacher unions suggests sections of the school could hold a religious assembly separately and at different times of the day.

The Catholic Education Council, however, expressed some concern at another proposal in the document to allow pupils over compulsory school age to opt out of collective worship. "This would not be acceptable to us," Mr Michael Power, the deputy secretary, said. But he recognized that because the 1986 Education (No 2) Act gave pupils over 18 the same right of appeal as parents in cases of disciplinary exclusion, it could be argued they could also claim the right to opt out of worship and RE.

Endorsement of the proposals would do no more than regularize what has been common practice in many schools for a number of years.

At the British Council of Churches annual conference last year the Church of England called for flexibility in the timing and organization of worship. Mr Colin Alves, the secretary of the board of education, stressed that this did not mean division by faiths.

Mr Baker's proposals, to which he asks for reactions by September 11, still do not meet the policy of the National Association of Head Teachers adopted in 1985. This calls for the nature and frequency of acts of worship to be the responsibility of governors and the head.

### Library budgets

The purchasing power of public library book funds fell by 34.9 per cent in England and Wales; 28.8 per cent in Scotland and 77.6 per cent in Northern Ireland between 1978/79 and 1983/86, according to the Educational Publishers Council.

## PROFESSIONAL ASSOCIATION OF TEACHERS

There is only ONE "no-strike" union.

## CHILDREN Not DISRUPTION


PAT – the "no-strike" union that works for Peace in our Schools

Enquire about PAT membership today by writing to:  
Professional Association of Teachers  
FREEPOST Department EW  
99 Friar Gate Derby DE1 9BR





۱۶



The Government may have won a substantial mandate from the electorate but it has still to convince headteachers that its educational reforms will benefit schools rather than merely emasculate local authorities. David Hart sets out the four key questions that Kenneth Baker must answer

Although it may be difficult to engage in a positive exchange of views with those whose minds are already made up, I firmly believe that this is the only way forward. We have to tell the Government not only why we are opposed to some of its policies, but also whether we see practical difficulties or obstacles in the path of any of its initiatives — bearing in mind the ultimate responsibility of our members for

I am sure that many heads will agree with me that the Government has deliberately avoided the obvious need which is to look at the means by which standards can be raised within our existing system. If it had wanted to bring about radical changes in a system under U.S.A. control, it could, for instance, have taken a serious look at the way in which "magnet schools" or "centres of excellence" have been developed within an equivalent system in the United States.

Instead, it has chosen to encourage the formation of a "fourth estate" to live alongside the independent schools, county schools and the voluntary aided sector. The effects on the pupils in these county or voluntary aided schools will be difficult to gauge.

David Hart is general secretary of the National Association of Teachers.

**In a week when child abuse continued to make the headlines, Diane Spencer examines the background to the problem and Sarah Bayliss talks to primary headteachers about what happens in their schools**



When a teacher has reason to be concerned she would talk to colleagues to get a second opinion. She would then try to get to the bottom of the problem by talking to me and we would contact our home-school liaison teacher, the education social worker, our "key person" in school for identifying special needs, and the parents – as far as appropriate – to get a full picture. Social services would pick up the case and there would be a conference with doctor's evidence as soon as possible. The child could go on to a non-accidental injury list as a result.

The first child we identified  
10 years old, neglected, knocked  
out often ill with stomach pains  
underarms, looking as if she had been  
all night. She didn't want to go home

\_\_\_\_\_

**HILLINGDON**

We've had several staff meetings discuss our own approach, first terms of how we would react should there be any cases in the school, a second the even more difficult qu-

tion of how we should educate children into a sense of keeping themselves safe.

We are aware of the physical signs of abuse, bruising and so on, and also the extreme changes in mood. But beyond this it does become extraordinarily difficult to identify and although we've had suspicions about children, we've come across virtually no cases of ourselves.



In recent months the authority and members have done a lot to increase our knowledge of the problem. I have attended two mandatory conferences for headteachers on sexual abuse and another where the borough's guidelines on general abuse were introduced. We've all been given the 'Kisscape' pack but it's up to us to decide how to use it.

We've had several staff meetings discuss our own approach, first in terms of how we would react should there be any cases in the school, a second the even more difficult ques-

When we talked to the auntie about Jody's behaviour - she blamed the weekend visits to the natural mother. Social workers say, the step-father has been getting in the bath with the child and making her wash him. He has been barred by them from seeing Jody but that is not enforceable by law.

It is a very big headache actually identifying and proving cases. Jody is not one of the children at the centre of the Middlesbrough (General Hospital)

We are also worried about the floodgates opening. If we encourage children to talk, we must be sure some action will be taken.

We do need to be much better informed and clued up because, there are cases which we're missing, we are failing the children. I've never found a case of what I would call deliberate physical or sexual abuse. I also believe that teachers are very sensitive to the vibrations that come from children. They are aware of children's moods, temperaments and relationships with peers.

The staff have been talking about the recent cases in Cleveland and a public inquiry. For them this is a major area where they feel overloaded and vulnerable.

Charifund is designed exclusively as a wider range investment for registered charities and provides professional investment management in a tax-free equity Fund. Income distribution is made quarterly, free of tax.

Charibond provides the ideal investment for the narrower range gilt portion of a Charity's portfolio. The Fund is exempt from tax and the income distribution is made quarterly.

NAACIP is a special Fund set up by the National Association of Almshouses, for the investment of almshouses' funds.

**The Equities  
Investment Fund  
for Charities**

**THE M&G GROUP**

**The Equities  
Investment Fund  
for Charities**

2. **WGC**

1. DATE \_\_\_\_\_

☐ Charfund

☐ NAACIF

---

[illegible]

# WGP

# WOW

## GROUP

የጥቅም ሆኖ የሚያገለግል ሲሆን፣

*(continued)*

\_\_\_\_\_

**OPPORTUNITIES FOR UNEMPLOYED TEACHERS  
TO RETRAIN AS TEACHERS OF PHYSICS OR COMPUTER EDUCATION  
AT STirling University.**

One year full-time Courses in Physics Education and Computer Education are available in the Department of Education, Stirling University. These courses can provide you with a Teaching Qualification recognised by the General Teaching Council. The programme is a full-time course, which is supported by special funding from the University Grants Committee, will be available from Autumn 1987.

Applicants for the Physics Education programme should have a teaching qualification in Biology or Chemistry and a degree or A level pass in Mathematics.

Applicants for the Computer Education programme should have a teaching qualification in Biology or Chemistry, and a degree or A level pass in Mathematics.

Applicants for the Education in Computer Education should be qualified to achieve a secondary school subject.

For further particulars, please apply to: The Admission Officer, University of Stirling, Stirling FK9 4LA.



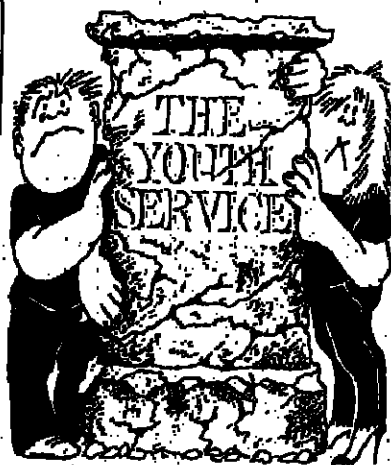




NEWS

# The rakes that helped Ms Hoggarth to progress

Ask most people about the Miscellaneous Provisions Act of 1975 and their eyes will glaze over as they fight back a yawn - unless they happen to be Liz Hoggarth, assistant director of Wolverhampton education authority. She admits to an enthusiasm for bureaucratic puzzles which bore most of her colleagues. And she will become just as animated over the complexities of the European Social Fund or small print in the Government's Educational Support Grant statements.



Thousands of 16 to 24-year-olds are indebted to Ms Hoggarth for her obsession with the sort of legislation that she uses to justify increasing expenditure on some surprising ventures in the name of the i.e.a.'s responsibility for the youth service. Nor are her political bosses complaining - so far - since her work is proving cost-effective. A mass of mind-boggling statistics in the last BSG report concealed some interesting offerings, such as a grant of £500,000 over five years for youth

issues - a figure that the glazed eyes of many other education authorities missed. "I found the money, partly, because someone happened to spot the report and put it on my desk. But she stresses that the real reason for Wolverhampton's good fortune is to be found in the password to Ali Baba's Cave; and that is "co-ordination".

In 1985, the report on a two-year review of youth services in Wolverhampton called for sweeping changes, including a switch from the narrow "leisure and personal development" style to one co-ordinating the efforts of all departments from housing and social services, to education and welfare. It recommended youngsters should have a say in the running of a youth sub-committee which would be an umbrella body for all responsibilities including the youth training programmes, post-YTS education and political, economic and social self-advocacy.

The report echoed the Thompson review of national provision that had, two years earlier, called for a statutory basis for i.e.a. provision for all 11 to 21-year-olds, and for there to be "effective and regular consultation" with voluntary organizations. It also called for a minister to co-ordinate youth affairs. Both the Wolverhampton and Thompson reports said the youth service should be funded at a high level; a statement that Ms Hoggarth considers more crucial than any statutory demand "which would undoubtedly be statutory in name rather than deed, and in many i.e.a.s would result in minimum, not maximum, provision". In the inimitable scramble for ever-diminishing resources since the Callaghan government of the mid-70s set the pattern for cuts, youth affairs have come bottom of the pile (along



Treasure hunters: Liz Hoggarth and her colleagues, Steve Tappin and Kantil Patel, have found that it pays to study the small print of Government grant statements

with adult education) after schools and further education which have statutory support in the 1944 Education Act. Many i.e.a. youth officers saw the writing on the wall and pressed for the service to be subsumed by leisure and recreation. A chief officer for youth who was number two in recreation would have more political clout when arguing for money than a number five in education. Notable successes included Avon and Birmingham. But many authorities see education, and increasingly the job training programmes, as a *raison d'être* of the service, and were worried about the low-level image of "darts and ping-pong" that it conjured up. Avon and Birmingham show that the fears are unfounded, but Wolverhampton went a step further. After 12 months of feasibility studies Ms Hoggarth was appointed as a number two to the chief executive to ensure that every department met its commitment. Her co-ordinating role also eliminates unnecessary and expensive duplication of effort. "We had to look further than recreation and leisure because of the drastic rise in unemployment," she says. "Leisure costs money. There is no such

thing as the leisure society. If there is no work there is no money to buy things, and young people have no means of belonging to an adult society." Unemployment also leads to homelessness and a drain on the rates. The statistics speak for themselves. Last year 37 per cent of the 22,307 unemployed in Wolverhampton were under 25. More than half had been out of work for over a year, with the ethnic minorities hardest hit. While the town's population overall is falling, the numbers aged 15 to 20 are rising sharply.

The youth review showed that six out of 10 people on the housing waiting list were single; 40 per cent of them under 25. Since the review, says the i.e.a., these proportions have risen by between one-sixth and one-fifth a year. Evidence in the report also showed considerable and increasing demand for leisure facilities and - particularly in the town centre - for counselling services, sports facilities, live music and self-help workshops. Offences involving hard drugs fell slightly to 1,005 last year and across the West Midlands in general, juveniles

were responsible for almost one in four of all detected crimes. With school rolls expected to decline by one-third over six years, the question was how far funds could be diverted not just to alleviate dissatisfaction but help youth. "Beyond recreation, we need a training and education strategy that links in with the borough's economic strategy and has critical links with careers, the YTS, Community Programme and i.e.a. schemes," she says. But even that is just a beginning. Wolverhampton has embarked on a five-year project to give youth organizations more than an advisory role. And if the Youth Arts Group, one of the first beneficiaries, is anything to go by, they will have considerable economic autonomy. Last year, the group handled a budget of £18,000, but only after the training and support needed to cope with such a responsibility. The arts group was a turning point. "Councillors of all political colours who took the initiative also took a bold step, saying they were going to give a greater measure of trust," she says. It was not taken lightly, but followed the careful dismantling of the adult, youth and community service with a budget of £2.16 million. Next year, youth spending will rise by £365,000 unless the new political administration dismantles the co-ordination. Labour lost control in the local elections, ending up with the same number of seats as the combined opposition parties. When a Labour member fell ill 10 minutes before the mayor-making meeting, the Alliance voted for a Conservative mayor giving the opposition control through the casting vote. That the new bosses seem reluctant to temper, however, is all to the credit of Ms Hoggarth and her colleagues. She does not pretend the majority has solved or even tackled the deep-seated problems. "We have far to go," she said. "For example, improved partnerships with the voluntary sector are essential. If running clubs for the deaf, you need help from specialist agencies." Numerous schemes are blossoming in collaboration with organizations from the Gateway Club to the Muslim Asian groups. Some of the schemes were always there, only now do voluntary organizations are also benefiting from the improved funding arrangements. And, of course, they benefit from any extra money Ms Hoggarth can find. "Making connections between what is complex bureaucratically and what young people are asking for, and making it work, is one of the things that excites me about the job," she says. "It is a matter of having someone as high up as possible to talk and co-ordinate. That is what has lifted the youth service up from being an extra to a priority."

IAN NASH

# Out of their depth at the seaside

Coping with family break-ups and resisting the lure of readily-available drugs are two of the main problems for young people attending the Harewood youth centre in Bournemouth. Mike O'Connor, the club's leader, reckons that nearly half of the members come from broken homes; several live with grandparents. None of the youngsters takes hard drugs, but many have experimented with cannabis and butane gas. Heroin is easily obtainable in the Bournemouth area. Youth leaders believe it is smuggled through the nearby ports of Southampton and Poole; the pushers head for the affluent Bournemouth suburb, where they know young people can afford it. Although Bournemouth youngsters are comparatively well-off, finding good accommodation is another problem. The holiday trade pushes rents up and reasonably-priced bedsits and flats are "a bit gritty," as 18-year-old Nick Marvin put it. House prices are rising nearly as fast as in London. "I don't see how kids of this age can ever conceive of getting a place of their own," said Mike O'Connor.

Many young people are forced to remain under the family roof. This can cause tensions, particularly when they have to give up their rooms for foreign students to boost the family income. One apocryphal youth service story tells of the lad who slept in the garden shed to make room for a French student.



Unemployment is obviously less of a problem than in many other parts of the country; there are always plenty of low-paid seasonal jobs and Bournemouth is one of the most rapidly expanding areas in Britain. There's a very strong attitude in Bournemouth that there's no need to be unemployed. Even some youth leaders are unsympathetic," said Mike O'Connor. But it's difficult to find long-term employment which offers career prospects. Nick Marvin left school with a clutch of O levels, yet he was unemployed for six months before he found a job with a double-glazing firm. "It's very discouraging applying for labouring jobs - humping round fruit machines - and being rejected," he said. Relations with his family became strained. "I had a lot of arguments with my parents. I got very moody and it wound them up," Nick explained. Harewood offered a refuge. "It's nice to be on your own somewhere without anyone going on at you."

The club is spacious and well-equipped, thanks partly to the members, who raise money for new equipment themselves. "We can't find youngsters jobs and accommodation, but we can offer them a place to relax and some help to decide what they want," said Mike O'Connor. Both he and Trevor Dean, one of the part-time leaders, agree that informal counselling is a vital part of their work. They dismiss the "shock-thriller" tactics of videos on drugs and AIDS as counter-productive, and prefer the low-key approach of displaying information and discussing it with club members. The young people are enthusiastic. "Harewood and say they find the club very approachable... even on the bad days like contraception."

NEWS



Mike O'Connor: youth workers need more paid training

to top up their basic skills in their own time. Mike O'Connor does much of the training of part-time workers at Harewood himself, although he is not a qualified instructor. He thinks there should be more paid training by the youth service.

"Youth workers who've always worked in activity-centred clubs find it hard to know how to respond to drugs," he said. Grant-related in-service training (GRIST) may help to plug some of the gaps, claims Bernard Dowling, the area youth leader for Bournemouth

and Christchurch. Southampton University runs a course on counselling for youth workers under this scheme. But even full-time leaders have to attend GRIST courses on a voluntary basis: the youth service budget will not stretch to providing cover. Leaders complain that clubs are under-staffed; some have only one full-time leader. It can be difficult to meet the needs of girls as only five out of 58 full-time youth workers in Dorset are women. "There aren't as many activities for girls," said Natalie Marshall, a lively 15-year-old at Harewood. "The boys think we should make the coffee all the time."

The authority would welcome more female applicants, according to Bernard Dowling, who says that equal opportunities legislation has made it more difficult to advertise for women. Dorset is making efforts to consult young people about their needs. Two club members are represented on the management committee of each club, and the authority is organizing a series of conferences for young people to contribute to a five-year plan for the youth service. Some leaders are fairly cynical about the consultation exercise. One said, "It's silly to raise people's expectations if you haven't the resources to fulfill them."

Susannah Kirkman

# Flora's guide to what makes you tick.

**WEIGHT**

**FOOD CHOICES**

**BLOOD PRESSURE**

**FITNESS & EXERCISE**

**STRESS**

If you're involved in food, nutrition and health education, then naturally you'll be interested in the role of fats in health and diet.

With the help of specialists, the Flora Project for Heart Disease Prevention has produced a range of leaflets on this vital subject.

To find out what makes you tick, put a few seconds aside to fill in the coupon.

Post to: The Flora Project for Heart Disease Prevention, 24-28 Bloomsbury Way, London WC1A 2PX. Tel: 01-831 6282.

Please send me my free set of heart health risk factor leaflets. (Allow up to 28 days for delivery.)

YES

Name \_\_\_\_\_

Address \_\_\_\_\_

Van Den Broek & Jurgens Ltd. Printed in London by Van Den Broek & Jurgens Ltd. Printed in London by Van Den Broek & Jurgens Ltd.

# Bred and bored in Brixton



Yawning gap: many of the Chequers Lodge youngsters are uninterested in i.e.a.'s educational talks

played by the Inner London Education Authority, are by nature subversive. Mr Grinstead was sounding to me very conservative. I asked him whether "social control" was part of his job. "No - but I suppose we are doing that by creating an environment within the club of calm and stability." Mr Grinstead and I and told, youth workers in general, place much value on education. Many teachers of my experience have become cynical. They do it for the money. As far as I could tell, Mr Grinstead believes in what he is doing. He told me that a good youth worker "had to have it in his or her guts". The educational aspect of the club involves work around themes such as peace, homelessness, health or the media with outside speakers and visits. Back in the television lounge the teenagers were becoming bored. We decided to have a cup of tea and it was agreed that if they wanted to talk to me privately, they were free to do so. A group of seven boys said they objected strongly to what they called "the politics". By this they meant the educational side of the club. They were bored by the speakers and could see no reason why the price to be paid for using the recording studio should be a youth listening about the plight of the Third World or the imminent holocaust.

"We get all that on the telly at home," said one. They had an intriguing, but I think wrong, explanation for the speakers. The youth workers, they said, were OK, but as employees of the i.e.a. they had to do as they were told. This meant anti-racism, anti-sexism, peace and wholesome bread. Pushed to be more specific in their charges they backed down. In fact, both the Conservatives and the Liberals had provided speakers. And while it was true that they heard a lot about the dangers of the Bomb the club had, at one time, offered "war games" sessions. It dawned on a number of them that freedom to criticize is fine, but that one ought to be careful when talking to a journalist - even one from *The TES*. The record was put straight, yes, they objected to the speakers, but the club was great. That was why they came. A 17-year-old said that it was just like a pub. I imagine his experience of such places is restricted to the Queen Vic at Epsom. He said that his parents were "illuminating". "It's a community war," he said. "We come here to meet our mates and it's better than home."

When I was young, I went to the youth club to have a quick smoke. I was the youth worker wasn't I? I noticed on Monday that many of them were smoking. Some things change little over the years.

My wife doesn't usually express the slightest concern about my job, reporting on the antics of the Brixton Committee or the complexities of the rate support grant is hardly a hazardous occupation. But when I told her I planned to spend a Monday evening in Brixton, south London, her response was immediate. "Be careful!" A colleague who lives in the area was more practical. "Make sure you get a taxi - it's silly to walk about after dark". Having arrived safely at my destination - the Chequers Lodge youth club - I asked the members, a group of about 30 youngsters, mostly male, mostly white, about the media image of Brixton. They were amused, and a little annoyed, that to the world at large Brixton youth is synonymous with broken glass, mugging and illicit drugs. My introduction to the group was off-putting. Accompanied by a photographer, I was ushered into a crowded television lounge. Silence descended. The senior youth worker introduced me as a reporter writing a story about how teenagers perceive the youth service. Yawns all round. This was clearly a bad idea. The photographer snapped. I bowed, the youth workers hid their eyes and after half an hour I had discovered many of the youngsters went to the club to watch *EastEnders*. Such is investigative journalism. Earlier in the evening Mr. Stuart Grinstead, the man who runs the club, had given me a pointed history. Back in the early eighties, when the time Mr. Grinstead took over, many of the



## SCHOOL TO WORK

FE course  
'kite marks'  
buffeted  
by critics

Growing anxiety in the further education sector about the operation of the new National Council for Vocational Qualifications surfaced this week after the council named the first batch of occupational qualifications to receive its endorsement.

The four "kite mark" qualifications are in electrical installation, food preparation, travel and vehicle repair. Three are certified by industry training bodies and the City and Guilds Institute, and the fourth with the Business and Technician Education Council.

Mr Jack Mansell, retiring chief officer of the Further Education Unit, told *The TES* the council was failing to do the job for which it was set up: to create a coherent system of vocational qualifications which could be easily understood by everyone.

Instead of carrying out its plan of classifying qualifications at a number of levels which signified a common standard and a shared content of broad vocational education, the council was accepting qualifications which were narrowly tailored to particular jobs and which could not readily be related to each other.

He accused it of yielding to pressure from the Manpower Services Commission and the "lead bodies" which it had chosen to specify the requirements of each industry. "The employers' narrow requirements were triumphing over the council's declared aims."

On Tuesday, Mr John Sellars, chief officer of the BTEC, hinted publicly at similar concerns. In a speech to the National Conference on Education and Training at Birmingham, Mr Sellars said: "Our relationship with the NCVQ is very good, but my concern is that I hear various sectors of industry demanding the same NCVQ level for things which are potentially different in their educational and training demands. That is not a problem for BTEC, but it is a problem for the Government and for you in industry. As I understand it we are trying to make the system more simple for employers and employees to understand. If each industry gets its own set of levels, you simply have increased complications."

Mr Sellars later made it plain that he was disappointed by the council's choice for its initial batch of recognized



Culinary skills: food preparation has received NCVQ endorsement

qualifications, even though one included a BTEC component. He said it was clear it had grabbed at readily available qualifications because the Government wanted quick action.

"I can see the kind of pragmatism which has dictated its action, but it does not help to establish the principle of levels which will be valid across industry. What is being lost is the vital requirement of qualifications at each

Edited by  
Mark Jackson

level which make similar intellectual demands and tell you something about the ability of those who hold them."

Mr Sellars said he shared Mr Mansell's view that many of the lead bodies did not place much value on broad vocational education. In his speech he compared the situation with O and A levels and the degree system. "There is no doubt in anybody's mind that they represent certain standards, whatever the subject," he said - which was the declared objective of the reform of the vocational qualification system.

When the council started work earlier this year, its chairman, Mr Oscar

Fowler throws  
CBI's leading  
role into doubt

Major uncertainties cloud the Government's plans to reshape the Manpower Services Commission and give employers the dominant voice in its policies. A letter from the Employment Secretary to a special meeting of the commissioners on Tuesday implies that the Government is ready to write off the unions if they are not prepared to accept minority representation on the Commission in place of the parity they have until now enjoyed with the employers.

But the Government, it emerged this week, faces the more serious risk of forfeiting the existing level of co-operation of the CBI in implementing the programmes it entrusts to the Commission.

Mr Norman Fowler, the Employment Secretary, says in his letter that the Government is to take powers to appoint up to six employers in addition to the three CBI representatives, thereby establishing a block of nine employers in a body whose total membership will be increased to 15.

The letter says: "The legislation will amend the Employment Training Act 1973 to enable me to appoint up to an additional six members, so that there is representation of major sectors of employment which are not currently represented on the Commission, including the new technology industries, tourism and leisure services, retailing and distribution, banking, insurance and financial services, and the small firms sector."

However, he does not say how the new members will be chosen. It is thought they will either be selected directly by civil servants or that businessmen's groups in each sector will be invited to make nominations.

If this happens, the CBI will have to rethink its role on the Commission, Mr John Banham, its director general, told *The TES* on the day the Commission met.

Until now the CBI has accepted the overall responsibility for delivering employers' co-operation in programmes such as the Youth Training Scheme, to which it has devoted major effort and organizational resources. Mr Banham says that it can hardly

continue to do so if it is no longer required to speak for the employers as a whole.

"If the Government asks us to co-ordinate the activities of the employers represented on the Commission then we will be ready to do so, but so far they have not discussed the matter with us at all," he said.

He added that if the Government were not prepared to give the CBI any part in advising on the selection of the additional representatives and a clear responsibility for co-ordination, then the Civil Service would have to take the job itself. "We will simply not be in a position to deliver all the employers any more."

Mr Banham emphasized that he was no advocate of the corporatist arrangements which had operated on the Commission in the past and said he welcomed the principle of increased employer representation, but said that he hoped the unions would not walk out of the Commission.

Mr Fowler has also told the Commission that he wants a similar increase in employer representation on the manpower boards and the Commission's other advisory bodies. Such changes will raise a number of other problems. Representation of education service, including career officers, has been restricted on grounds that it would make the board unwieldy.

If the Government insists on doing the same thing with the Youth Training Board, the youth movement and the voluntary agencies are likely to see it as an attempt to swamp the board with employers who would drown their voice.

The phrasing of Mr Fowler's letter is exciting, considerable speculation among Whitehall watchers, including some of the MSC's own senior staff. It is headed *Manifesto commitments on employment and training* and makes repeated references throughout its text to the Conservative election manifesto. Some observers take this as a sign that Mr Fowler and his advisers are not altogether happy at having to implement contentious policies and want to make it clear that they have no choice in the matter.

Ian Nash reports on the first Commons exchanges of the new Parliament over the Government's plans to reform education

Heath attacks opting out  
as a licence to charge

The only fire in the education debate following the Queen's Speech to Parliament came from prominent backbench Conservatives who attacked planned reforms or warned of serious inconsistencies and possible pitfalls.

Mr Edward Heath, the former Conservative Prime Minister, delivered the fiercest attack and warned the Commons that the plan for schools to opt out was "an attempt to open a side door to vouchers" and the start of a push to make all schools fee-paying.

To compare the proposed Bill "with what Rab Butler did make the great man turn in his grave", he said in a speech which provoked about 20 Conservative MPs into walking out of the chamber.

He condemned as "absolutely lamentable" the attempt to impose charges for "extras" such as music. Britain led the world in music because of the quality of music education in schools, he said.

"Is all that to be wiped away just for a small pittance which the Chancellor will save? Is that why we want another penny off the rate of income tax? Is it to wipe out such culture, visits to foreign countries and so on from our schools?"

Mr Heath was critical of local finance management proposals, saying that headteachers were ill-fitted to tasks such as negotiating cleaners' pay rates and holidays. In the private sector such work was done by bursars.

"Yet we are telling state school headmasters that they must do a job which public school headmasters would never dream of doing," he asked to roars of laughter and applause from the Opposition, whether Mr Kenneth Baker intended to recruit 31,500 bursars for state schools.



Mr Heath: an attempt to open a side door to vouchers

He also asked what influence heads would have over the Education Secretary to whom they would be directly responsible in the event of a school opting out. "When such schools want more money, of which they are deprived by the Department of Education and Science, headmasters will have no alternative but to say to parents, 'Now you will pay fees'."

It was part of the supermarket mentality in many right wing quarters which believed education could be packaged like food. "I warn the Chancellor and the Secretary of State that many of us feel passionately about these matters and we will not stand idly by and let them happen."

Earlier in the debate, Sir Rhodes Boyson, a former Education Minister, said he would settle in favour of direct funding and opting out, provided parents of pupils in senior forms of primary schools which fed the secondaries were included in the secret ballot proposed by Mr Baker.

But he also had questions about possible inconsistencies and pitfalls for voluntary and independent schools which could be financially penalized compared with opted-out state schools.

"If parents are dissatisfied with the present schools, how do they opt into national funding?" he asked, singling out Brent where he believed "hundreds if not thousands of parents" would want nothing to do with any of the schools because of left wing intervention.

"In my constituency, a group of about 200 Muslims want a Muslim school. I support Jewish schools, Catholic schools and other church schools. I support the right of Muslims, as long as they follow a basic curriculum, to have their own school."



Sir Rhodes: include parents in any planned secret ballot

ILEA faces disaffection  
among black employees

by Diane Spencer

Disenchanted black teachers will be encouraged to air their views at a private conference in London tomorrow.

The meeting will be the culmination of an informal consultation process among teachers in all the Inner London Education Authority divisions. Mr Heyman Ouseley, the authority's director of education for policy co-ordination, and equal opportunities, told an Industrial Society conference last week.

He told 40 senior educationists who were discussing positive approaches to managing race in education, that there had been a "roll-back" of the high expectations among black teachers in 1983/84 when the equal opportunities policies had begun. They were nervous of organizing themselves at work for management and victimization.

Anecdotal evidence suggested that black teachers were leaving and recruits were hard to find. However, he stressed that these were "unquantifiable assertions" and they must be set against the general disaffection among the teaching profession as a whole. But he was aware of "widespread disenchantment".

Mr Ouseley expressed disappointment at heads and teachers who had declined to co-operate with an ethnic survey of the authority's workforce. Only 65 per cent of the teaching force had completed the survey.

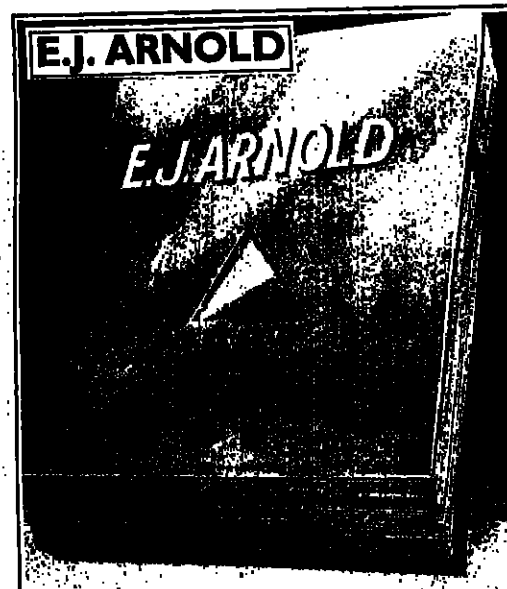
Some heads had refused to co-operate and had displayed a "you discipline me if you dare" attitude, while some teachers had called the survey racist.

"This was one massive example of a failure in the authority's equal opportunities policy," he said.

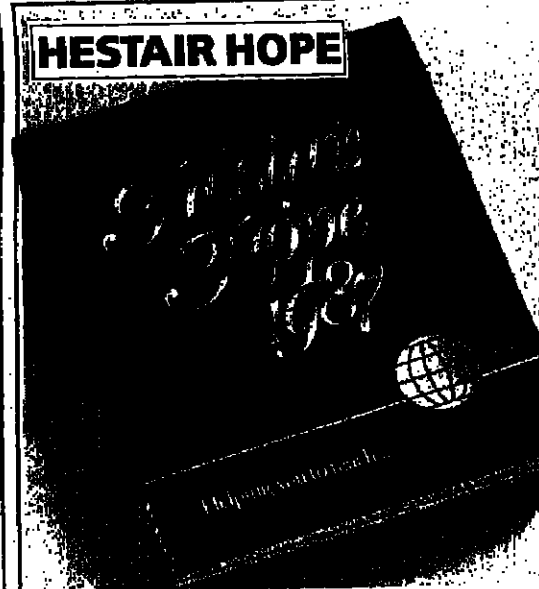
Mr Ouseley said it was essential to have a better understanding of the views of black teachers and to have a better understanding of the views of black teachers.



Air letters: Half-completed stories attached to red balloons were released over Dillington House, Somerset, as a finale to a recent Young Writers' Conference. Each balloon carried the first of its kind and part of the National Writing Project. Each balloon carried an invitation to finish the story and return it to Bridgewater where the Write to Learn Project is based. The project encourages children to share their writing with others. The first balloon story has already been returned from Bayeux in Northern France with the promise of the story of Susan and her dog to follow in French - and a directive: "Continuez à apprendre en écrivant!"

More weight  
to carry.

More and more teachers are now choosing the heavyweight approach shown on the right.



## Carries more weight.

Hestair Hope's Catalogue is the Professional teachers working document and as a guide to the best Educational Equipment it is second to none.

Hestair Hope has changed over the last 5 years. The 1987 catalogue is bigger and better than ever!

- 3,000 + new products since 1983.
- 300 + products of Educational Equipment and Stationery, more than the supplier illustrated on the left.
- The only general equipment supplier to offer nationwide FREE delivery with no minimum order surcharges, to any U.K. address.

Join your colleagues and have more choice

Buy from  
**Hestair Hope**

Hestair Hope Ltd, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

**Listen!**

**PUFFIN COVER COVER STORY TAPES**

AT LAST! Quality tapes for children

Unabridged recordings of great Puffin bestsellers - not minutes - but HOURS of thoughtful entertainment

£5.99 (single tape)  
£9.99 (double tape)

**CRAC CAREERS COURSES: Autumn 1987**

Course	1987 Dates	Location
Employing for Profit	23 September - 1 October	Birmingham
Coordinating a Career Guidance Programme	23 September - 1 October	London
Using and Assessing a Career Guidance Programme	23 September - 1 October	London
Developing a Career Guidance Programme	23 September - 1 October	London
Careers in Computing	18 October - 20 October	London
Internationality in Careers	18 October - 20 October	London
World Employment	18 October - 20 October	London
Careers in the 1990s	18 October - 20 October	London

For details, please contact the CRAC Careers Office, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

**Junior teams face final hurdle**

**RAYMOND KEENE**

The Times British Schools' Championship is the annual pinnacle of school chess. It represents the premier schools' title and no other junior competition can boast the participation of such a wide range of British players who have gone on to become Grandmasters.

Players such as Nigel Short, Jon Speelman (the reigning British senior champion) and John Nunn, who have all participated in the Schools' Championship, are involved, or soon will be, in tournaments to decide qualification for the next world championship itself.

When I led the Dulwich College team year ago, those two days in July formed the focus of our ambitions. If we did not make it that far, gloom and disaster - reaching the final was a qualified success, but outright victory was what truly counted and for two consecutive years in 1985 and 1986, we achieved just that.

Since writing my piece which appeared in last week's *TES*, the drama of the 1987 semi-finals has become clear. The four teams will

That is part of the fascination of the game. On paper, though, St Paul's must be the favourites; they have dominated the championship in the past and with their energetic training programme they have produced such acknowledged experts as William Watson, Julian Hodgson and Jon Speelman, himself. With junior internationalists in their team, Aly Mortazavi and James Cavendish (who has even contested a game with Kasparov) I boldly predict that St Paul's will be one of today's finalists.

I am also prepared to stick my neck out and suggest that QMC Wallall (with near-Master strength player, Mark Wheeler on their top board) will be their opponents. I am, of course, fully prepared to be proved wrong. So, best of luck (or skill) to all four teams and congratulations for reaching your way so far. To tread the winning path to the last four is a tremendous achievement in itself.

The Times British Schools' Championship Final will be played on Friday July 10, at London's Grosvenor Hotel, Liverpool Street, EC2A 3PH. Entry is free from 1.30pm to 6.30pm. Entry after 6.30pm is £5.00. Spectators are welcome and Grandmasters will be on hand to answer questions. For further details, contact the British Chess Federation on 0424 442200.

1987 week's article, *Pleading for a try at their wings*, was incorrectly attributed to Nigel Short. In fact, it was also written by Raymond Keene.





# Shifting the tax burden

From property ...

## LOCAL GOVERNMENT

### Tony Travers looks at how the replacement of domestic rates with a community charge will affect local education authorities

The introduction of community charges will be the biggest-ever reform in Britain's tax and benefit system. Nearly every adult in the country will gain or lose cash. For local government, which will rely on community charging as its sole tax source, the effects will be profound.

The Queen's Speech renewed the Government's commitment to introduce legislation to abolish domestic rates. The proposed new system of local government finance, which was outlined in a Green Paper published in 1986, includes:

- a flat-rate community charge or poll tax to replace domestic rates, levied on every adult in each authority;
- a unified business rates which would involve all businesses in the country paying the same rate poundage, index linked to the retail prices index, with the total yield being redistributed to local authorities in proportion to their adult population; and
- a needs grant and a standard grant to replace the existing rate support grant.

The proposals include a transition period during which domestic rates are phased out while a community charge is gradually introduced. In addition, any shifts of burden between domestic tax and the new system would be limited by the use of safety nets.

However, the transitional period has been dropped in Scotland, where the new system is already on the statute book and Mr Nicholas Ridley, the Environment Secretary, has hinted that he would like to minimize the use of these arrangements.

Local education authorities will find themselves under new pressures once the reforms have been made. All L.E.A.s will have to raise resources using the new tax, although the individuals who pay community charges will be significantly different from those who now pay rates.

As the burden of local taxation will generally pass from the better off to the less well-off, it will almost certainly become more difficult for many authorities to raise local taxes. The

Government hopes that this will enhance their financial accountability. The shift of burden between authorities can be seen in Table 1, which shows, for every L.E.A. area, the 1987/88 average domestic rate bill. The second figure in the table shows what the community charge would have been in 1987/88 if it had been fully introduced (that is, without a transition period and safety nets). The percentage increase or decrease shows the percentage change in the local tax bill of a two-adult household living in a home with an average rateable value.

City authorities, particularly inner London, will suffer most from the redistribution of resources which would take place as the new system was fully introduced.

Under community charges, the payment per adult in inner London (£576) would be higher than the existing rate payment per household (£528). In other higher-spending counties, for example Cleveland and Liverpool, there would be a considerable increase in local tax for a two-adult household. Almost all authorities in South and West Yorkshire would find their local tax much higher after the reform, largely because of losing the advantage of their existing low rateable values. L.E.A.s in the West Midlands and outer London, on the other hand, should gain.

Outside the urban areas a number of shire county areas stand to gain, which will result in community charges far lower than those in inner London and northern cities. For example, the average charge in Kent would have been £142, with Berkshire (£145), Hereford and Worcester (£135), Lincolnshire (£145) and Norfolk (£144) each having average community charges of around £150 per year, compared with the inner London figure of £576.

Table 2 below shows the average community charge for each class of authorities, along with the highest and lowest in each class. Not only will authorities with higher charges find themselves under pressure. Even where the total paid by local taxpayers falls after the reform, there will be many new individual taxpayers. A large proportion of them will be relatively poor, and unlikely to be willing or able to pay a large community charge. Social security will assist many of the less well off, although in authorities which exceed the Government's assessment of their need to spend, any social security payments will fail to meet the full cost of the community charge of even the poorest individuals.

The shift of burden between individuals and households can be judged from Table 3. This shows, for a typical authority, how households with different existing rate bills and with different numbers of adults would be treated. Rate bills in 1987/88 are shown across the top of the table, while the number of adults in the household are shown vertically to the left of the table. It is assumed for this example that the average community charge would be £200. Thus, a two-adult household currently paying £400 in rates would be neither better nor worse off under community charges, and would pay £200 x 2 = £400.

Gains and losses are expressed as £s per household. It is clear that households with more than two adults will

Table 1  
1987-88 Rate Bills and Community Charges (showing effect of reform on average two adult household)

	Average rate bill	Community charge	% Change in two-adult household
ILEA	528	576	+118
Barking & Dagenham	499	236	-54
Barnet	606	199	-34
Bexley	376	286	+10
Brent	670	277	-17
Bromley	417	187	-20
Croydon	422	182	-28
Ealing	632	272	-14
Enfield	463	193	-16
Haringey	627	323	-3
Harrow	625	217	-17
Havering	428	184	-14
Hillingdon	609	216	-18
Hounslow	587	184	-42
Kingston	478	209	-13
Merton	411	188	-18
Newham	619	239	+16
Redbridge	402	164	-18
Richmond	608	218	-10
Sutton	483	218	-10
Waltham Forest	702	380	+3
Bolton	373	198	+6
Bury	458	238	+5
Manchester	658	298	+7
Oldham	344	198	+14
Rochdale	398	230	+16
Salford	437	237	+8
Stockport	467	177	-23
Tamworth	392	227	+16
Trafford	453	160	-34
Wigan	415	239	+16
Knowsley	638	281	-3
Liverpool	600	296	+18
St Helens	474	227	+19
Salford	590	280	-10
Wirral	848	240	-12
Barnsley	336	256	+62
Doncaster	367	271	+37
Rotherham	384	243	+27
Sheffield	414	239	+16
Gateshead	339	289	+62
Newcastle	488	273	+12
North Tyneside	463	280	+18
South Tyneside	381	248	+37
Sunderland	374	241	+28
Birmingham	465	181	-28
Coventry	471	214	-9
Dudley	467	187	-16
Sandwell	414	189	-18
Solihull	486	157	-36
Walsall	491	185	-26
Wolverhampton	481	199	-17
Bradford	380	232	+28
Calderdale	313	254	+82
Kirklees	312	241	+84
Leeds	338	198	+17
Wakefield	448	248	+39
Avon	438	214	-2
Bedfordshire	658	211	-34
Derbyshire	467	146	-30
Buckinghamshire	677	191	-34
Cambridgeshire	428	176	-18
Cheshire	448	183	-18
Cleveland	444	258	+17
Conwy	294	163	+44
Cumbria	336	248	+48
Derbyshire	442	217	-2
Devon	341	181	-1
Dorset	411	158	+42
Durham	320	227	+42
East Sussex	436	184	-26
Essex	614	198	-23
Gloucestershire	376	189	-18
Hampshire	409	164	-29
Hereford & Worcester	381	135	-28
Herefordshire	581	188	-28
Humber	561	224	+28
Isle of Wight	385	204	+4
Kenilworth	328	142	-13
Leamington	321	182	+28
Leicestershire	367	188	+28
Lincolnshire	237	145	-4
Norfolk	315	144	-1
Northamptonshire	383	176	-10
Northumberland	368	222	+28
N Yorks	317	178	-11
Nottinghamshire	339	202	-1
Oldham	482	189	-40
Oldham	482	178	+3
Somerset	383	188	-18
Staffordshire	380	170	-11
Suffolk	371	165	-11
Surrey	630	180	-49
Warwickshire	478	175	-23
West Sussex	408	168	-23
Wiltshire	374	182	+3

Source: Chartered Institute of Public Finance and Accountancy

In addition, London boroughs and metropolitan districts will be dealing with substantial reforms to the funding of housing in the period up to 1990. The impact of community charges on L.E.A.s and other authorities will be much affected by these and other changes to local government.

The full effect of community charges on local authorities' education spending will not be known until authorities come to set their 1990/91 budgets. As the Government hopes, spending by local government falls, the Department of Education and Science may find that large numbers of schools need to opt out of local government. This in effect, would transfer much of education spending to direct government control. Community charges may indeed eventually reduce local government spending, but by transferring schools to DES control, rather than by cutting local authority spending.

Tony Travers is research director of the Greater London group of the London School of Economics and Political Science.

Table 2  
Average, maximum and minimum community charges, 1987/88 estimates

	Average	Maximum	Minimum
Inner London	576	784 (Camden)	384 (Kensington and Chelsea)
Outer London	219	380 (Waltham Forest)	162 (Croydon)
Met districts	228	298 (Manchester)	140 (Trafford)
Non-met counties	181	289 (Cleveland)	136 (Hereford & Worcester)
England	216	784 (Camden)	160 (Trafford)

Table 3  
Gainers and losers under community charge typical authority

	200	300	400	500	600
Adults in household					
1	0	+100	+200	+300	+400
2	-200	-100	0	+100	+200
3	-400	-300	-200	-100	0
4	-600	-500	-400	-300	-200

(Source: CIPFA)

## HERITAGE Motor Museum

Visit the World's largest, and finest collection of British Cars. Displays include the earliest veteran vehicles, a selection of the most famous cars in British Automobile history right through to modern rally cars and record breakers. Both educational and nostalgic. A visit to the Motor Museum at Syon Park is a fascinating and rewarding day out.

Syon Park WEST LONDON

Open every day 10am to 5.30pm Tel: 01-560 1378

# The jigsaw starts to come apart

LOCAL GOVERNMENT

### Julia Hagedorn assesses the impact that Conservative boroughs could have on the Inner London Education Authority if they "opt out"

The map of the Inner London Education Authority could soon look very different. If Kensington and Chelsea, Wandsworth and the City of Westminster exercise their right to opt out when the necessary legislation is on the statute book - as they firmly intend to at present - Hammersmith and Fulham will be cut off from its divisional colleagues: a small island of the ILEA floating in a sea of free-standing education authorities.

If any of the Labour boroughs were to go, and it is not yet known whether there would be a time limit on taking up the option of breaking away, yet more pieces of the authority would be chipped off the map.

What this means in terms of finance and administration has, as yet, only been hinted at. The complexities of dismantling a unified service which provides a complex range of interlocking services for the needs of pupils across London from very many different socio-economic backgrounds have not been worked out.

One thing is sure. After years of instability caused by reviews which have threatened to break it up - exacerbated by recent teacher action - the ILEA was hoping to enter a period of calm under its 12-month-old directly elected body. The proposals have destroyed this hope.

The TES spoke to many heads from primary and secondary schools in the affected boroughs. Most were ready to give their reactions. "Aghast," "Terrifying," "As a head I can't even begin to contemplate the implications." "I feel overwhelmed." "Regardless of where one stands politically, I'm quite appalled." "It will knock the bottom out of everything."

Mr Roger Wood, the head of Southfields Comprehensive and spokesman for Wandsworth heads, was doubtful whether his borough could supply the same level of service as the ILEA. He thought it unlikely the heads would support the borough, although they had no immediate plans to mount a campaign or support a mass exodus.

Mr Michael Mariand, the head of North Westminster, was worried that the continuity of secondary education would be hit once again in Paddington. For the past 40 years, he said, it had suffered from "a fractured education system where plans never managed to be seen through or where plans went wrong. We require a continuity which we haven't had in this very much undervalued part of the city."

And Ms Sheila Madgwick, the head of Quintin Kynaston, said: "We are a community school with links with our primaries. Frankly, I can't imagine what it would mean for those links that we have built up over the years."

Quintin Kynaston also exemplifies one of the factors that would lead to an enormously heavy administrative burden: that of reconfiguring the costs of pupils crossing the boundaries between the ILEA and the new boroughs. The distribution of schools, colleges and back-up services bears no relation to borough boundaries. The borough of Kensington and Chelsea shares Division 1 with Hammersmith and Fulham; that of Westminster shares Division 2 with Camden.

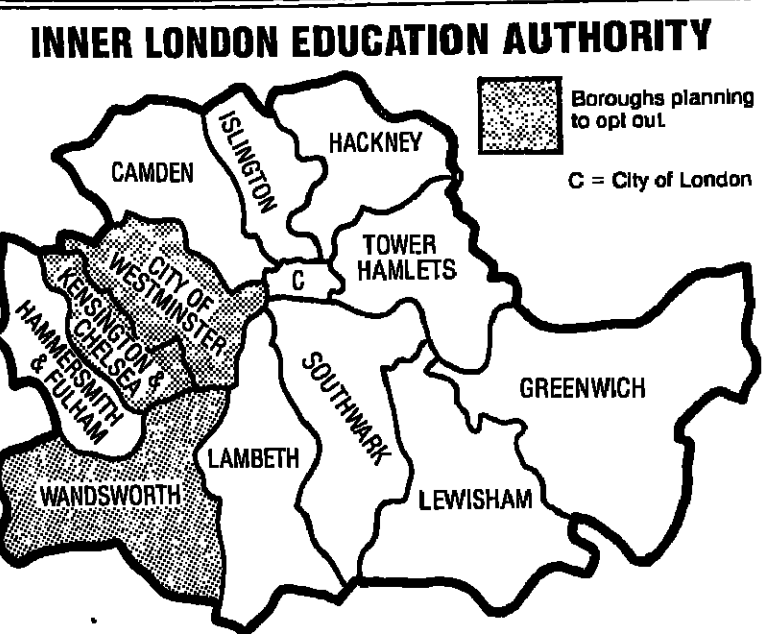
Quintin Kynaston which is on the Westminster-Camden border takes only a quarter of its 950 pupils at Westminster, and most of the pupils at a nearby primary school come from Camden. Similarly, at the other end of Westminster, the 70 free primary schools and takes 75 per cent of its 1,150 pupils from outside the borough. In all, some 20,000 students in the ILEA currently attend secondary schools outside their boroughs as do 50 per cent of college students. There are

no statistics on cross-boundary traffic between boroughs - none have been needed. But they will be if the boroughs plan to opt out go ahead.

Mr Neil Fletcher, recently elected leader of the ILEA, believes opting out would require the new ILEA to set up a massive bureaucracy. But, he points out, it is still unknown what kind of consensus will be needed before boroughs can opt out.

When it puts its case to governing bodies the ILEA will point to the impossibility of the small boroughs providing the range of services it supplies at present; the Inspectorate, the opportunities for in-service and curriculum planning, advisory teachers, educational welfare officers and a network of subject advisers. And, in particular, specialist provision for the mentally and physically handicapped and those with learning and behavioural problems.

The Inner London Teachers' Association is convinced that there is no way any of the free-standing boroughs could replace what the ILEA has a right to take away. Mike Loosely, the association's general secretary, thought a fair proportion of teachers might resign and return to the ILEA where, Neil Fletcher says, "we would



boroughs are unanimous both that they can do it alone and that the reasons for opting out are educational, not financial. Low standards, they say, are forcing parents to take their children out of the ILEA schools.

Mr Paul Beresford, leader of Wandsworth borough council, refuses to be drawn on just how the education service would be run: "Now is not the time to iron out the tiny details. We are waiting to see what the Bill says." But he admits there might be a need to close or amalgamate certain schools.

Dr David Avery, leader of Westminster, is more forthcoming. He

Wandsworth

89 primary schools	29,231 pupils
12 secondary schools	2,091 pupils
3 nursery schools	
7 special schools	

3 adult education institutes

3 colleges on several sites	
-----------------------------	--

Westminster

43 primary schools	15,907 pupils
8 secondary schools	1,123 teachers
3 nursery schools	
2 special schools	

Colleges on 18 sites

Adult education institutes on 6 sites	
---------------------------------------	--

Kensington and Chelsea

22 primary schools	10,000 pupils
5 secondary schools	806 teachers
4 nursery schools	
2 colleges	

he says, is that Westminster will be putting the money into schools, not into administration.

The lenders also insist that their boroughs are just about the ideal size for an education authority and do not wish to form a consortium although, by accident perhaps, all have common borders. Mr Nicholas Freeman, Kensington and Chelsea's leader, sees the boroughs as sharing certain facilities.

But teachers in Camden point out that the borough has a far better record in nursery provision and special education than Westminster and they are worried these areas will suffer.

Mr Colin Alves, the Church of England General Synod Board of Education's secretary, foresees a battle in the House of Lords. "We believe the ILEA should not be broken up for reasons of justice. The rich and the poor divide will be exacerbated by the break-up, and if all ILEA schools are less well resourced then this will affect aided schools as much as county ones."

Dr William Stubbs, the education officer, has also drawn attention to this in a paper to Mr Fletcher. "Because there has been a unitary education authority, poorer boroughs with relatively low rateable values but high social and educational needs have not been starved of resources. The relatively high rateable resources of some areas have in effect contributed to the poorer areas."

This is so: at present the City of London and Westminster together contribute more than half of London's £100 million education budget. This year Westminster alone will contribute £261 million to the ILEA. Nothing has yet been said about the financing of the ILEA if boroughs opt out, but in 1979/80 Mr Kenneth Baker, then MP for Marylebone, chaired a group of Conservative MPs who, while advocating the break-up of the ILEA, specifically rejected the proposal for individual boroughs to assume educational powers on the grounds that the ILEA would become a "rump of the poorer, deprived boroughs."

This would certainly be so at present.

insists that he does not want to bring back selection - as has been quoted in the press - but that he would like to see a return to streaming, the creation of schools as centres of excellence in specific subjects, and teachers being rewarded with merit payments.

He admits that he might have to rely somewhat on the ILEA's goodwill for what he sees as special provision, but says that spending on education on a per capita basis will be no less than under the authority. The difference,

## Foundations of Geography

by D. C. MONEY

- ★ Entirely new material, specially written for the GCSE geography course.
- ★ Comprehensive in scope, covering physical and human geography, dealing with the relationship between people and their environment, and stressing the ecosystem.
- ★ Comprises 14 themes, allowing selection by the teacher, and carefully structured so that individual themes can be seen in relation to the environment as a whole.
- ★ Basic physical geography is presented in depth as a background to major social problems - overpopulation, underdevelopment, racial tension, inner city conditions, environmental pollution, etc.
- ★ Insets directly involve the reader with points raised in the text.
- ★ Graded exercises for general revision, and more searching questions for students going on to advanced studies.
- ★ Lavishly illustrated - 430 illustrations (maps, diagrams, charts), many in two colours; 280 photographs; all with detailed, descriptive captions.
- ★ 280 x 215 mm; 280 pages.
- ★ Request your inspection copy now.

Evans Brothers Limited  
FREEPOST 1  
London W1E 2EZ

Publication: 27th July

£6.95



## OVERSEAS



On the streets: drop-outs deplete the public purse by about \$77 billion a year - including the cost of crime

## UNITED STATES

**Bill Norris on the millionaire philanthropists who are offering dollar 'carrots' to encourage potential drop-outs to stay in school**

High school drop-outs are an expensive dilemma for America. The latest figures, produced by Clemson University's National Drop-out Prevention Centre, show that more than 700,000 youngsters each year are leaving public schools before graduation. This means an eventual annual cost to the public purse of \$77 billion (\$46.6 billion) in lost taxes, welfare payments, unemployment benefits and crime - equivalent to about half the Federal Budget deficit.

Given the magnitude of the statistics, some sort of national effort might be expected to curb the problem. But things do not work that way in America. With the exception of a minuscule grant from the Department of Health and Human Services, the Reagan Administration has limited itself to worried noises. It has been left to philanthropists, businessmen and local authorities to try to stem the outflowing tide of students.

The result has been a sporadic outbreak of individual schemes across the country, generally confined to a limited number of schools within a major city. Details vary, but the general plan is to promise a job and/or college education to those students who complete the 12th grade with a

## Jack helps poor to climb the beanstalk

certain academic standard and record of attendance.

A typical example is Los Angeles, where a "Genesis" programme will begin later this year in six of the city's high schools - three of them predominantly black, and three predominantly Hispanic. The drop-out rate in Los Angeles is estimated at 40 per cent.

Supported by the city school board, the teachers' union and the chamber of commerce, the Los Angeles scheme will offer jobs within a year of graduation to all seniors at these schools who complete the academic year with a C+ to B- grade-point average, and a 95 per cent attendance record. Similar programmes are planned for Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego and Seattle.

All are based on a trial scheme which began in Boston five years ago where, it is claimed, the daily truancy rate has dropped from 23 per cent to 13

per cent. Jobs or college places were found for 967 of the city's 3,000 high school graduates last year.

This is hailed as a success. In Baltimore, which began its anti-drop-out programme in 1985, the figures last year were promising. Of the 3,200 students in last year's senior class, only 471 reached the qualifying standard.

There have been similar frustrations in New York, where four City banks pledged themselves to hire 250 graduates from five of the most troubled high schools. There was only one condition: they had to pass a mathematics test, which was set at eighth-grade level - four grades lower than graduation standard. Of the 600 students who applied, only one in six managed to pass.

The more glossy and highly-publicized attempts to curb the drop-out rate have come from private philanthropists. New York millionaire Eugene Lang began the trend six years

ago when he promised 61 12-year-olds at his former elementary school that he would finance their college education if they completed high school. Fifty-two of those children will go to university later this year, from a class with a normal drop-out rate of 75 per cent.

Since then the movement has grown, with a number of wealthy businessmen in 14 cities forming the "I Have a Dream" Foundation. One of them, Jacob Hatt, is helping to finance the higher education of 120 students from Worcester, Massachusetts. Mr Hatt, a 77-year-old Lithuanian immigrant, has already committed \$3 million (£1.8 million) and adds more scholarships every year.

In Cleveland, Ohio, sixth-graders from one impoverished neighbourhood have been promised \$40 towards college fees for every A grade that they earn, with lesser amounts for Bs and Cs. The donor, Jerome "Jack" Holmes, is a successful black contractor who began his business with \$200 raised from selling his mother's cow.

Some universities, notably Michigan and Syracuse, are also going into the schools with scholarship offers designed to break the drop-out cycle. But critics maintain that all these schemes merely favour the bright students who would have done well anyway. They also questioned the merit of helping individual pupils at selected schools, leaving the unfortunate majority unaided.

The philanthropists respond that without their help, many bright inner-city students would never make it to college. They are doing their best. Without any meaningful national effort, it is the best they can do.

## Satellite TV finds a home on the range

Its supporters call it "the most exciting thing to come out of Washington in years". Its critics call it a "boondoggle" for private enterprise. Whichever side is right, it now seems likely that Congress is about to vote for a \$10 million (\$60 million) "Star Schools" bill that will help to spread educational television via satellite over the whole of the United States.

The bill is being sponsored by Senator Edward Kennedy, who argues that televised instruction in mathematics, science and foreign languages will increase educational opportunities for the poor - especially those in rural areas. It will also, he claims, alleviate teacher shortages, and help students to compete in an increasingly technological economy.

The measure would provide funds to alliances of schools, colleges, state agencies, public broadcasters, and businesses interested in establishing educational television networks. The recipients could use the money for equipment, teacher training, technical assistance and programming.

Some educators, however, are doubtful about the plan. Though acknowledging its value for remote rural areas, and possibly the teaching of adult illiterates, they claim that television can never replace live teachers or solve the larger educational problem.

There are also some questions about Senator Kennedy's motives. Critics point out that the biggest beneficiary likely to be the state of Massachusetts where a sweeping proposal already exists to the every school district has satellite network that could eventually be expanded to the whole of New England. The estimated cost of the project is 20 million dollars which happens to be the size of the largest grant available under the bill.

The customers of one computer already operating a satellite education system appear to have no such doubts. The TI-In network of San Antonio, Texas, now sells a variety of courses to students at more than 200 sites in 18 states, who can communicate with their teachers and each other by telephone. Among them are the 850 pupils of Culverston County, Texas, which has an area of 3,851 square miles and fewer than one resident per square mile.

The school district superintendent, Mr Lewis Rogers, is enthusiastic about the scheme. "We've had a very good experience," he says. "It's not just beginning to reach its potential, in our opinion." Mr Rogers has had approaches from 15 other Texas school districts to join in a shared broadcast facility. He believes that "we could potentially cover the whole area with three teachers. We could save a vast amount of money".

Thus far the US teachers' unions have voiced no opposition to Senator Kennedy's bill. If there are many more statements like Mr Rogers', that state of affairs may not last long.

## OVERSEAS

## Assessing how to bridge a culture gap

## WEST GERMANY

**Turkish immigrant children miss out at school. Paul Bendelow reports**

A grassroots survey of Turkish primary school children in Cologne has suggested that equality for West Germany's ethnic minorities is more remote than official verdicts indicate.

Ms Lale Gözlü, a Turkish psychologist working for the city's child counselling service, interviewed 470 children from eight primary schools and talked to their parents about their family circumstances. She concluded that the educational structures into which ethnic minorities must fit show scant regard for the realities of immigrant life.

Immigrant children are doubly disadvantaged, Ms Gözlü says: they tend to come from low-income families, where poor living conditions, a lack of books and help with homework, plus responsibility for younger siblings or

for contributing to the family income represent severe educational handicaps. These are then compounded by an education system which displays "total insensitivity" towards these realities.

The survey focuses on the use in child assessment procedures of intelligence tests which are not adapted to immigrants' social and cultural backgrounds. To ask Turkish children, for example, who wrote *Faust*, why Easter is celebrated, or why it is generally better to give to a charity than to a beggar - all questions in standardized IQ tests used in Germany - is to reduce assessment to "an absurd and discriminatory instrument", Ms Gözlü believes.

Neither are non-verbal tests necessarily free from unthinking discrimination. Asked to pick the odd one out from a series of animal pictures, 80 per cent of Ms Gözlü's sample chose not the elephant - as the only non-domesticated animal depicted - but the pig, because that is considered "unclean" in Islamic culture.

Ms Gözlü concedes that such tests alone would never decide whether a child be sent to a special school, for instance, and are often used simply for school authorities "to have something on the file" to back up their decisions. But they lead to the marked discrepancy



Generation gap: Turkish children born in West Germany are not acquiring a "thinking language"



Being prepared: intensive language and cultural skills teaching at an early age would help integration

cy she repeatedly encounters in her work between the actual abilities of Turkish children and their official IQ rating.

More than half the total of 800,000 immigrant children at school in West Germany are Turkish and, of these, 150,000 live in North Rhine-Westphalia, the federal state with the highest immigrant population. Here, the number of school-age immigrant children is falling, in line with a general decline in pupil numbers, but their proportion of the school population - currently 9.5 per cent - is growing.

In a detailed study published last August, Herr Hans Schwier, the regional education minister, drew up a generally positive balance sheet of North Rhine-Westphalia's experience with immigrant education. The number of Turkish children attending increased and more than 75 per cent of all immigrant children now acquire school-leaving qualifications.

These positive trends have been echoed in vocational training, with more children of immigrant families securing apprenticeships. Young foreign nationals now make up about 4 per cent of the apprentice total in the

skilled trades. Last year, the Central Association of German Trade in Bonn reported that German firms now sought after foreigners with school-leaving qualifications and a good knowledge of German because of positive experience of training immigrants in the past year.

Against these trends, Ms Gözlü sets other sobering statistics. Immigrant children make up 15 per cent of special school pupils - a proportion which has steadily increased over the last 15 years. She also claims that though more than 80 per cent of Turkish pupils were born in West Germany, fewer than half of them speak German well enough to follow lessons. In her experience, the class of 20 Turkish children in a primary school first-year in Cologne in which one of them translates for the rest in broken Turkish, is not exceptional.

Contrary to the generally promoted view that today's second and third generation Turkish children are finding integration easier than their predecessors, Ms Gözlü believes that many of them, growing up in the video culture, have no chance to acquire "a thinking language". She says they display corresponding behavioural and

learning difficulties - a view confirmed by the fact that the children in her survey with a good grasp of German invariably performed better in the assessment tests.

All West Germany's regional education ministries are currently discussing the issue of immigrant integration. The teachers' union with the biggest secondary modern and special school membership, the Verband Bildung und Erziehung, sees this as a response, in part at least, to rapidly falling school rolls which have made acute the question of pupil distribution.

Ms Gözlü believes integration must be accelerated for true equality of opportunity. She calls for more intensive language and cultural skills teaching at an early age, and demands more support for voluntary groups working with older immigrant children - for example, in helping them with homework.

She sees the current rise in criminality among young immigrants as the inevitable consequence of "short-sighted underfunding" in education for ethnic minorities. "What we don't spend in schools today," she says, "we'll be spending tomorrow on bor-

## Success by the law of apprenticeships

## ISRAEL

**Shalva Weil on the last resort for some school-leavers**

hours a week are devoted to vocational studies and further 24 hours to industrial or workshop experience. A senior industrial programme provides a four-year course of study in conjunction with the Israeli Police regional workshop, at the end of which the pupils receive an industrial school certificate from the Ministry of Labour. Adult courses are also provided at the school in the evenings.

Education for "low-achievers" is provided free of charge by the Israeli Government through the Ministry of Labour. The International ORT Net-

work also contributes about 10 per cent of the J F Kennedy Centre's budget and some of the equipment.

Mr Seri claimed that ORT apprentices find employment easily in industry partly because many employers are ORT graduates themselves. The apprentices also represent cheap yet highly motivated labour.

Nevertheless, Mr Seri explained that young Israelis are less inclined to go straight out to work. In 1967, when the centre was first established, the school had 36 classes at the regular apprenticeship level learning one day a week. Today, only 12 such classes exist, and eight classes are learning three days a week while the rest study daily.

Mr Seri believes that this trend is encouraged by the Government, as well as by the young people's families. And technological advances often require

greater periods of learning.

Another interesting experiment is taking place at the Hebrew University of Jerusalem, where 60 youths have been learning at an apprenticeship school on the campus one day a week. For the rest of the week, they are employed by the university itself in lower-grade clerical and secretarial positions and in other technological jobs.

According to Professor Chaim Adler, director of the institute, the very fact that the apprentices' work tutors speak to them and pay them attention creates an environment in which they can advance. "During their work period at the university, the apprentices collect as many experiences as possible from the white collar world," Professor Adler said. "Their experience here undoubtedly helps them to find their place in Israeli society."



ORT, a source of cheap yet highly motivated labour

## Parents prod pupils back to school

## SRI LANKA

About 20 leading schools in the Jaffna peninsula, where government security forces recently regained control from Tamil separatists, were due to reopen this month.

School heads are reported to have been instructed to submit lists of senior pupils to the local citizens' committees and the co-ordinating officers appointed by the Government to administer the areas.

Parents have been told to ensure children attend; any student who does not turn up for three consecutive days is reported to security forces, a move designed to prevent senior students from joining the Tamils.

An Education Ministry source said as many as 480 schools in the north, with a student population of just under 200,000, have virtually ceased to function in the last few months. Some are reported to have been damaged in the fighting; others have been occupied by the separatists or the security forces.

Technical education in Sri Lanka has grown in quality and quantity since 1978. Current expenditure has tripled and student enrolment has almost doubled from 11,000 to 21,000, according to the University Grants Commission.

Capital expenditure rose steeply after 1983 when the technical education development project, funded by the Asian Development Bank, began.

The five-year project from 1983 will spend Rs 750 million (£18.75 million), including \$19.5 million (£12 million) in foreign exchange.

The popularity of technical education is considered a direct result of the Government's open economy policy and increased job opportunities.



Bill Vander Zant muscle flexing

## Striking while the issue is still hot

## CANADA

**Lawrence Leader reports on the latest outbreak of hostilities between the British Columbia government and its teachers**

should be filled by a new College of Teachers. Curriculum and testing should be controlled to a larger extent by the central ministry.

Bill 20 proposes that: principals should be removed from the same bargaining group as teachers; several of the roles of the British Columbia Teachers' Federation

The government argues that it has given teachers what they asked for:

- the right to strike; and
- the right to negotiate working conditions (for example, class size).

The public, however, has become frustrated and uninterested in the quarrel and seems to feel that both sides are at fault.

The ruling Social Credit Party appointed a royal commission to investigate education in the province soon after it was re-elected in November 1986. But in April, before the commission hearings had even started, the government introduced Bill 20.

The legislation was a surprise; not even the province's teachers' federation - the only organization to which teachers belong - was consulted. This was somewhat surprising, given that the government had just been

re-elected on a mandate of ending confrontation and promoting consultation. But Premier Bill Vander Zant's government seems determined to centralize power and flex its political muscle.

The antagonism which characterized the early 1980s remains. One overt result was a quasi "general strike" on June 1, supported by most of the province's unionized workers, including teachers.

Mr Anthony Brummet, the Education Minister, has wanted teachers not to solicit student support for their struggle with the government - pre-empting any potential for a general strike. He believes that "to be a model for all students" (aged 5 to 17) to explain the government's intentions. The irony of the situation did not go unnoticed.



## LETTERS

## Basic rights

Sir - I found your leader "No free lunch" (TES, June 26) on the problems of the Youth Training Scheme maddening. Either we believe in human rights or we do not.

Since, in order to survive, human beings require water, food, shelter during the winter - in the British climate at least - and access to medicines, I cannot see how it is logical to exclude these primary necessities from any list of human rights.

It follows that in Britain a certain sum of money for the purchase of such primary necessities must be included in the definition of human rights. In Britain we have not, recently at any rate, excluded anyone from the definition "human" on grounds of age.

How can one obtain an adequate sum of money? Since there is no legally enforceable minimum wage, it does not follow that human rights can be obtained by working for an employer.

Similarly, if there is no legally enforceable minimum training allowance - and the Government is free to reduce it at any time, training does not meet the basic criteria for human rights. Third, if the sum of money necessary to sustain human life in Britain is to be offered conditionally, it cannot be said to fall under the definition of a right in the first place.

Where did I get the idea that the Government believes in "human rights", even if you restrict yourself to what is "fair and reasonable"? From



Promoting British fair play

the Prime Minister's speeches to Mr Gorbachev, during her pre-election visit to the Soviet Union.

And before you protest that the term "human rights" has hitherto been used in the purely political sphere, and cannot be extended to such practical considerations as vitamins and maintenance of body-temperatures in warm-blooded animals, may I refer you to Shakespeare: a rose by any other name? Of course in those days, if the price of bread rose too steeply, the people simply took the bread and left the baker a fair price for it.

Something called natural justice, or the British sense of fair play, I believe. What we used to be famous for.

K M HAZEL MCCONNELL  
57 Eastwood Lane South  
Westcliff-on-Sea, Essex

## Authentic French

Sir - Tim Parke's hostility to single-skill testing, even though, as he admits, it is a feature of GCSE, appears to have coloured his review of our book (*Communicate in French: Listening*, TES, June 5).

Leaving aside the factual errors in his report (for example, "in all but two cases, there is a single speaker"), we should appreciate the opportunity to correct at least one central point: his denial of the authenticity of the material. "We're in the world of (pretend) supermarket address systems, station announcements..."

This is just not true: to use his own examples, the exact words from both supermarket and train have been used, and if Mr Parke cannot recognize them as such, perhaps he should take the TGV to Lyons as part of a refresher course. The material used in the book is, in fact, the spoken register, recorded in the studio against an appropriate background.

Perhaps it is this re-recording that Mr Parke objects to (even though it is what students are most likely to meet in GCSE)? If so, it would have been more honest and more helpful to teachers to have made this clear.

JEAN AND DAVID WEBB  
25 River View  
Boston Spa  
Wetherby  
West Yorkshire

## Ill-conceived courses with the same old joke

Sir - Jeffrey Frankland's article "Smashing the ice" (TES, June 19) prompts me to voice my experiences and ask: should we not take as much care in planning training courses for teachers as we should educational exercises for children?

This is my experience in recent years.

□ The course I attended was one I had already been on. It had only been given a different name.

□ Tutors had not clearly identified their roles to the extent that on one occasion three tutors gave the same lecture and even tried the same joke!

□ Tutors who claim that they are unaware of the reason for their presence and go on to prove it.

□ Asking and then discovering that the tutors have not decided on the purpose of the exercises in the course.

□ Discovering that a lecture I was to give had been given the previous week.

□ Tutors being unable to cope with the audio-visual equipment that they have chosen to use.

□ Tutors who dabble in pseudo-psychological methods but cannot control the unpredictable outcome of their

exercises.

There are also the tutors who had that a 50-year-old male can by dint of mental process experience the feelings of an 11-year-old girl. It is doubtful that even with the help of a little brown envelope and bits of paper to sort, he can fully remember his own experiences as an 11-year-old boy, and what good, anyway, are they, since they come from another time and place.

Much work has been done on how adults learn and how their processes differ from those of children, but it seems too often that this knowledge is overlooked in the vain hope of experiencing, once again, our childhood.

I usually know when one, or more, or all the above sins are to be committed. The course director stands up and proclaims that all the tutors are qualified people and that any complaints should be directed towards him or her and not voiced outside the centre.

JOHN CAUNTER  
Head of careers and social education  
Bulmershe School  
Chelmsley Way  
Reading

## Head's revolt

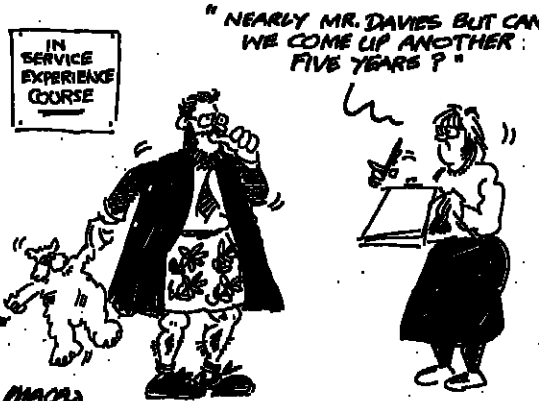
Sir - May I, through you, thank Mr Frankland for his thoughts on "Smashing the ice" and support his views in the strongest possible terms.

I, too, have determined that the next time a woolly-brained twit who has not bothered to prepare any proper material for an in-service experience asks me to turn to a perfect stranger and start swapping theories, I shall make my way as noisily, disruptively and rudely as I can to the nearest coffee

machine. Mr Frankland's point about five days without the option rules a horrendous prospect.

For goodness sake, colleagues, do something to return us to the good old days when people who knew something ran courses and were not told to pass on that knowledge by slip and honestly telling others about it.

R W B CLEALL  
Headmaster  
Hirood Parkway School  
Akers Way  
Swindon



## Views on English

Sir - In a recent article on the Kingman Committee by Sue Surkes (TES, June 19), Professor Harold Rosen was referred to as one of those who would not "play ball" with the inquiry, and who was editing a book of "alternative views".

It is certainly true that a number of people were surprised and concerned when the membership of the committee was announced. We have health visitors to ensure no neglect of bodies. What do we do for children's minds in years when some of the single most active and potentially fruitful periods of growth will occur?

It is not to excuse the education system, but many of the seeds of later impoverished performance, social and intellectual, will have been sown in homes, wittingly or unwittingly neglectful of educational opportunity and responsibility. Thus schools and

hensive school and none of the people who (like Harold Rosen) had played a leading part in the development of a powerful and positive tradition of English teaching during the past 20 years.

This concern, which crystallized at the University of East Anglia oracy convention in Norwich and at the Cambridge seminar, resulted in the decision to bring out a collection of papers which sought to identify the common ground in principles and in practice across the profession with regard to the teaching and learning of language. Professor Rosen was asked to write the introduction while Alistair West and I took on the task of soliciting contributions.

different to those of Bradford's Director of Education and the Commission for Racial Equality.

Mr. Knight of Bradford and Mr. Gorman of the CRE should beware of believing that the dissatisfaction of Muslims with L.A. controlled schools can be dealt with merely by money being spent heavily on schools with large concentrations of ethnic minority pupils. For a start, Muslims are not an "ethnic minority": we belong to all races and nationalities, including British.

Second, one only has to look at Front, where vast sums of money are

The book is already with the publishers, but we are anxious that it should not be seen merely as a collection of alternative views: since the Kingman Committee has not yet published its conclusions, it may well be that it recommends coincide with our own, not least because many of the articles in the book were submitted in evidence to the committee. Should there be a divergence of views (as there has been when English 5-16 was published), we hope that people will at least consider which view is the alternative, and to what.

MICHAEL JONES  
English adviser for Cheshire  
79 Barlway  
Chester

## Islamic case

Sir - In his article on the implications of the General Election result and the proposed Education Bill (TES, June 19), it is strange to see that Barry Huggill didn't see fit to approach any Muslims for their comments on the proposed scheme. If he had bothered to contact any of the Muslim parents' groups who are struggling to establish voluntary-aided schools in the face of covert opposition from Labour-controlled

different to those of Bradford's Director of Education and the Commission for Racial Equality.

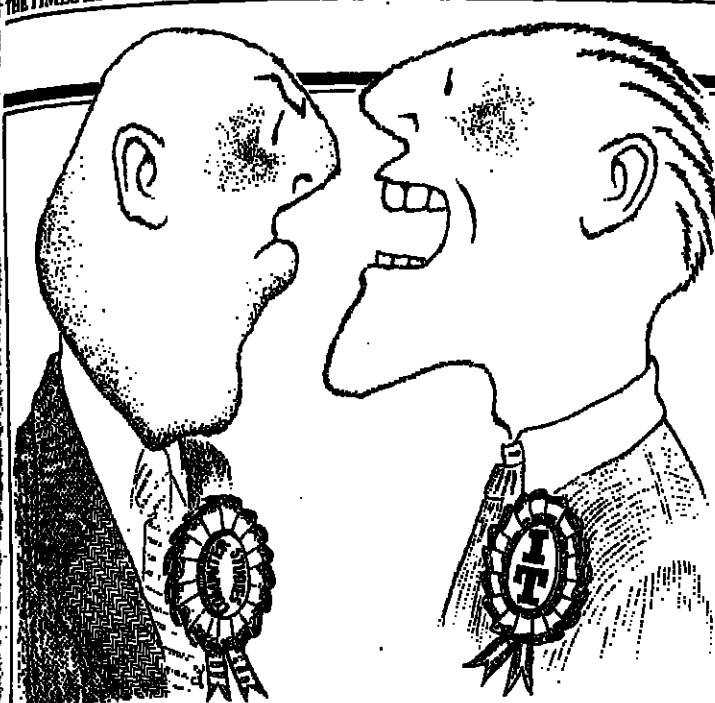
Mr. Knight of Bradford and Mr. Gorman of the CRE should beware of believing that the dissatisfaction of Muslims with L.A. controlled schools can be dealt with merely by money being spent heavily on schools with large concentrations of ethnic minority pupils. For a start, Muslims are not an "ethnic minority": we belong to all races and nationalities, including British.

Second, one only has to look at Front, where vast sums of money are

spent on education, providing one of the best pupil-teacher ratios in the country and yet a large proportion of this September's potential secondary intake will be seeking education on the other side of the borough. In case these gentlemen don't know, Brent is the most racially mixed borough in the UK. Next time, Mr. Huggill, try asking Muslims themselves for their opinions, don't rely on second-hand views.

IBRAHIM HEWITT  
Islamic Organization for Media Monitoring  
3 Farnham Road  
London W10

## LETTERS



## Continuing debate

Sir - I read with interest "The Great Debate" on computer studies versus information technology (Extra, TES, June 19). However, Roger Edwardson failed to convince me that information technology is sufficiently different from computer studies to merit a separate and different GCSE course. Much of his argument comprised unsupported views of largely irrelevant shifts in opinion, and related to only one of the increasingly large and varied range of models of information technology courses.

His criticisms of GCSE computer studies do not stand up to investigation. For example, he suggests that in computer studies "too much emphasis is placed on the computer technology", when the GCSE national criteria clearly state that greater importance is attached to "the use of the computer as an information processing device and the ability to use a computer sensibly, rather than to its internal workings".

Roger Edwardson also criticizes computer studies because of what is omitted from the syllabus. Some of the topics he mentions (for example, process control) are already included, and there is scope for additional content within the existing national criteria for computer studies, since up to 10 per cent of the course can comprise supplementary content objectives.

I would accept the comments on unit accreditation and assessment, but these are not intrinsic criticisms of computer studies. While the issue of assessment does need to be addressed, by trying to define a new area of the curriculum. I feel that Mr Edwardson is using a very large mallet to crack what is only a pretty small nut.

JACKY GRIFFIN  
Advisory teacher for computer education  
ILEA  
County Hall  
London SE1

## Deep throat

Sir - I write in the hope that *The TES* reaches the parts that other newspapers cannot reach.

My husband and I have bought the negatives and copyright of a family of Whitby photographers, Doran Bros, whose grandfather started the business in the town around 1899.

We have been able to glean some background information on the Whitby and Filey branches of the family. Writing to local newspapers has, however, elicited only one small item of information about the Croydons brother and nothing about the Brighton one.

Another aspect of the family background we should like to pursue is their town or origin, parents' trade and whether or not there was another brother in the family business.

Mr Albert Doran of Croydons was certainly in the school photograph business and invented a process for taking a number of individual portraits on one glass negative.

It is possible that schools in Croydons, Brighton, Peterborough or London, may have come upon some reference to the Dorans in the course of a local history or environmental studies project. If so, we should be most grateful to hear from them.

P E PICKLES  
21 Thornhill Croft  
Waltham, Wakefield  
West Yorkshire

## Winning ways

Sir - The most disturbing aspect of A Veronica Warner's experience in seeking promotion (TES, June 19) is not, surely, that "for a woman to be appointed" she must "be clearly better than the male candidates", since there is always a hope that the best candidate will be appointed to any post.

It is far more disturbing that it was apparently assumed that women need and lack the capability to cope with multifarious activities and responsibilities. Men, it would seem, are automatically assumed to be multi-competent or, and I fear this is more likely, not to have significant home or family responsibilities.

W W RIDDIMAN  
K W Riddiman  
Principal  
Wakefield District College  
Wakefield

K D BAILEY  
116 Droitwich Road, Worcester

## Courses

## DEGREES &amp; GCE

Guided home-study for:  
UNIVERSITY OF LONDON  
BSc Econ., LLB, BA, BD, Dip Ed.  
UNIVERSITY OF WARWICK MBA  
ALSO GCE & professional exams  
Free prospectus: The Registrar,  
Dept. B56, Walsley Hall,  
Oxford OX2 6PR.  
Tel: (0865) 52200 (24 hrs.)

TO PLACE YOUR  
COURSES ADVERTISING  
PLEASE CONTACT  
JOHN LABROOK  
ON  
01-253 3000  
EXT 221

## ADVANCED DIPLOMAS IN EDUCATION FROM THE OPEN UNIVERSITY

These advanced diplomas offer a career development path and extension of professional skills and knowledge to teachers and academics alike. They are particularly suited to teachers who wish to enlarge their subject range.

Diploma courses usually take two years of study, using the University's unique "Open Learning" methods. Opportunities are provided for small-scale research projects in the workplace. Courses are designed for part-time study at home or in local study groups, so there is no disruption of normal work patterns.

There are five Advanced Diploma courses to choose from, covering:

- Curriculum and Teaching
- Technology in Schools
- Special Needs in Education
- Mathematics Education
- Educational Management

We also offer the Diploma in Post-Compulsory Education. Apart from their intrinsic value, these Diplomas can give advanced standing in the University's modular MA (Education) degree.

For further information, post the coupon below to: ASCO/VB116, The Open University, PO Box 76, Milton Keynes MK7 6AN.

Please send me a free copy of your prospectus 'Professional Development in Education'.

Name (Mr/Ms/Ms/Ms) \_\_\_\_\_  
Position \_\_\_\_\_  
Address \_\_\_\_\_  
Postcode \_\_\_\_\_

THE OPEN UNIVERSITY  
ASCO, PO Box 76,  
Milton Keynes, MK7 6AN

## Deaf training

Sir - It is possible that under the recently announced arrangements for the in-service training for teachers of the deaf, there will be a number of people who for various reasons are unable to obtain sponsorship from their local education authority, yet who would be potentially capable of making skilled and dedicated specialist teachers.

In order to ensure that this avenue of recruitment was not closed by the new regulations, the Royal National Institute for the Deaf recently approached the DES. They said they were not aware of any problem, but would be willing to consider the situation again if it was apparent that there was a need in this area.

I would like to ask anyone who has been unable to secure L.E.A. funding to train as a teacher of the deaf as a result of the new regulations, to write to me in confidence with details.

Regrettably, I cannot promise to do more than use it as ammunition in a bid to re-open opportunities for people to gain access to appropriate specialist training courses, but first-hand evidence will, I am sure, add immeasurably to the weight of the case.

A KENT  
Royal National Institute for the Deaf  
105 Gower Street  
London WC1

## Home and school

Sir - Your recent report of research showing hours of primary science wasted in terms of later achievement (TES, March 13) now sits curiously alongside research showing achievement in science at 14 directly correlated to home background, with teachers and schools barely significant as alternative variables. Not many years ago, general examination success was almost wholly determined by a strong argument against forms of homework that replicate school demands in conditions that may be vastly dissimilar.

The Haringey reading project showed the force of partnership between parents and teachers and such an alliance offers considerable scope for purposeful and imaginative home-working if desired. Yet any such evidence and activity points inexorably to the wisdom of bringing parents into the learning process from the earliest possible moment. We have health visitors to ensure no neglect of bodies. What do we do for children's minds in years when some of the single most active and potentially fruitful periods of growth will occur?

It is not to excuse the education system, but many of the seeds of later impoverished performance, social and intellectual, will have been sown in homes, wittingly or unwittingly neglectful of educational opportunity and responsibility. Thus schools and

## Views on English

Sir - In a recent article on the Kingman Committee by Sue Surkes (TES, June 19), Professor Harold Rosen was referred to as one of those who would not "play ball" with the inquiry, and who was editing a book of "alternative views".

It is certainly true that a number of people were surprised and concerned when the membership of the committee was announced. We have health visitors to ensure no neglect of bodies. What do we do for children's minds in years when some of the single most active and potentially fruitful periods of growth will occur?

It is not to excuse the education system, but many of the seeds of later impoverished performance, social and intellectual, will have been sown in homes, wittingly or unwittingly neglectful of educational opportunity and responsibility. Thus schools and

hensive school and none of the people who (like Harold Rosen) had played a leading part in the development of a powerful and positive tradition of English teaching during the past 20 years.

This concern, which crystallized at the University of East Anglia oracy convention in Norwich and at the Cambridge seminar, resulted in the decision to bring out a collection of papers which sought to identify the common ground in principles and in practice across the profession with regard to the teaching and learning of language. Professor Rosen was asked to write the introduction while Alistair West and I took on the task of soliciting contributions.

different to those of Bradford's Director of Education and the Commission for Racial Equality.

Mr. Knight of Bradford and Mr. Gorman of the CRE should beware of believing that the dissatisfaction of Muslims with L.A. controlled schools can be dealt with merely by money being spent heavily on schools with large concentrations of ethnic minority pupils. For a start, Muslims are not an "ethnic minority": we belong to all races and nationalities, including British.

Second, one only has to look at Front, where vast sums of money are

The book is already with the publishers, but we are anxious that it should not be seen merely as a collection of alternative views: since the Kingman Committee has not yet published its conclusions, it may well be that it recommends coincide with our own, not least because many of the articles in the book were submitted in evidence to the committee. Should there be a divergence of views (as there has been when English 5-16 was published), we hope that people will at least consider which view is the alternative, and to what.

MICHAEL JONES  
English adviser for Cheshire  
79 Barlway  
Chester

spent on education, providing one of the best pupil-teacher ratios in the country and yet a large proportion of this September's potential secondary intake will be seeking education on the other side of the borough. In case these gentlemen don't know, Brent is the most racially mixed borough in the UK. Next time, Mr. Huggill, try asking Muslims themselves for their opinions, don't rely on second-hand views.

IBRAHIM HEWITT  
Islamic Organization for Media Monitoring  
3 Farnham Road  
London W10

## Head start

Sir - Congratulations to Neill Ransom for raising the issue of the necessity for, and the scarcity of, management training opportunities for senior management in schools (TES, June 19).

The needs identified in his column, with the proposed initiatives expressed in "Drilling a new model army" which appeared in the same edition, encapsulate what has been happening for the past five years at the Regional Headship Unit based at Woolley Hall, Wakefield.

Here is an example of a response, initiated and fully supported by the 11 L.E.A.s of Yorkshire and Humberside to provide full-time six-week courses for experienced heads. It recognizes a need, and provides specific skills development and a continuing network of support for managing change and introducing initiatives.

The programmes have been developed according to the expressed needs of the participant heads, and are constantly under review to respond to the increasing demands of the leadership, organization and development of our schools.

Courses are run separately for heads of primary, middle and secondary schools. Special school heads apply for whatever course most suits their needs, and recent appointees can attend 20-day part-time courses.

Every six weeks 22 headteachers return to their schools, a little more "developed" in management skills, and taking with them a support network on which they can rely for the rest of their time in headship. There have been 28 groups in all, a total of nearly 600 heads, all of whom still meet each term.

During the past year one of the authorities has seconded a headteacher to research the long-term outcomes of the course. The completed report is due out this month. More than Neill Ransom's "small start" perhaps? Certainly running effectively on the lines he suggests, for such courses. Worth investigating by the planners of the proposed National Training College for Heads?

MAUREEN NORTON  
Director  
Yorkshire and Humberside Regional Headship Unit  
Wakefield

## Cash crisis

Sir - Selma Montford is quite right in pointing to urban studies centres as an invaluable resource for environmental studies within the GCSE (Letters, May 29).

Unfortunately, the vast majority of the 41 urban studies centres across the country are severely underfunded. The recent H.M.I. report on these centres states clearly that they are providing a valuable service in education in enhancing understanding and awareness about the urban environment, but that there is also "a need for some more permanent basis for funding and hence staffing".

The report recommends "a need for greater links with local education authorities and for L.E.A.s to realize the value of this" (my emphasis). If L.E.A.s offered greater support for community-based initiatives such as urban studies centres, then the "wealth of resources" and "enthusiastic staff" referred to could be larger, and the work done more effectively with the aid of teachers - surely, only then

## Baker's quality control creates a new élite

Sir - I thanked Mr Baker at a public meeting some months before the General Election for the enthusiasm about education that he had communicated. Among the things that the electorate has endorsed, Mr Baker's enthusiasm and zeal for higher standards in schools is high on the list. He evidently believes that more could be done to give our children better schools. Most of us feel that he is correct.

What is now most to be feared is that the DES will be satisfied with a pattern of schooling which embodies the deplorable assumption that the quality of a good school depends chiefly on the children who don't go to it. In other words, you can only give the country better schools by producing worse ones.

This largely accounted for the success of the pre-comprehensive gram-

mar schools. Their performance was good because the local secondary moderns took the hard work out of grammar-school teaching. It accounts for the quality of the present independent sector, for whom a buoyant market makes parents beggars rather than choosers.

It remains to be seen whether, in the age of Baker, a national curriculum and criterion referencing can prevent the creation of sink schools for which the Government will disclaim all responsibility at the next general election.

RICHARD WILKINS  
General Secretary  
Association of Christian Teachers  
2 Romaine Hill  
St Albans  
Herts

## Basic facts

Sir - On the front page of your June 19 issue Mrs Audrey O'Dell of the Tottenham Parents' Group is quoted as saying: "Standards are falling in schools and every effort should be made to improve them."

Once again schools are being subjected to unsubstantiated criticism. Would Mrs O'Dell care to put forward the evidence upon which she bases her remarks?

One of the reasons for low morale in the teaching profession at the moment is that we have been subjected to this kind of verbiage for far too long. Criticize by all means, but at least make it clear to recipients what basis there is in facts.

A J KNIGHT  
7 Ingersley Rise  
West End, Southampton

## Due consideration

Sir - I have always felt that the interaction between child and teacher to be at the heart of the educational process and, like, Mark Lee (Letters, TES, June 12) would like to see more consideration of children in the current debates.

It was interesting to read in your same issue, of a lecturer who wishes to establish an independent boys' grammar school "to offer a choice to parents, who after all are consumers".

Teachers must put children forward as the consumers; maybe we have to remind everyone of this - not least some of those within the system.

G H CLARKE  
St Jude's  
Edinburgh  
Nr Dunstable  
Beds

## Photo call

Sir - I read Geoffrey Samuel's article with interest "It's fun but it's education" (TES, June 19), but I suspect I was one of a small minority - no pictures, no cartoons; just a well-argued opinion.

We must both be of the same generation, raised on a diet of *Hogwarts*, *Wizard*, *Rover* and *Adventure*. 20 pages of close print work, but half a dozen crude line drawings and a few perfunctory advertisements selling foreign stamps.

Reading matter today has to compete with television, with its constant picture changes. Just watch a news programme and notice how the pictures available determine the story.

Marshall McLuhan's message is ever more relevant. Not that he is read much now; the paragraphs are too long and there are no photographs.

ROY SETTER  
35 Keswick Road  
Great Bookham  
Leatherhead  
Surrey



Environmental studies: call for permanent funding should the L.E.A.s be able to take advantage of those resources and of the valuable in-service training that urban studies centres offer?

SIMON SPAIN  
The Unit for Urban and Local Studies  
189 Freston Road  
London W10





IT-INSET

## Working in teams

Robert Fisher

Initial training - in-service training (IT-INSET) is an exciting new approach to teacher education. It involves teachers, students and tutors working in teams on school-based curriculum development in the classroom on a topic designed by the teacher.

This creates opportunities for initial training for students and in-service education for teachers and college tutors. It is a way of bringing schools and colleges of education into partnership, using a collaborative, professional approach to curriculum review.

IT-INSET recognizes that children's learning is the central focus of curriculum review. To try to achieve that the team must plan its work together; share the teaching and observation in the classroom; evaluate the relevance and value of what pupils have gained from each session; reflect on what they learned; and use this in planning the next stage.

The whole team works together in the classroom, sharing in teaching and observation. It then discusses and evaluates its joint work.

At Ardenian Cambridge's School the teachers chose a science-based topic on transport. The project involved all six junior classes, in partnership with 36 students and six lecturers from St Mary's College, Twickenham. Each class had a team of teacher, tutor and six students. Each team worked together in the classroom; sharing in the planning, and in the evaluation of their joint work - showing how policies can be put into practice, through teamwork, in a school-based project.

The project lasted for half a term and included four school-based Friday morning sessions involving the teachers, tutors and students. Children often lack the opportunity to work for a concentrated length of time on one topic or activity, so it was decided to work a two-hour session from 9.30-

11.30 am, followed by a long break to allow the team to evaluate and plan for the next session.

The activities prepared for the children were practical model-building and problem-solving. Children were allowed to work in small groups, not just learning science, but being actively involved as scientists. The aim was to show how a school-based project could be pursued through team-teaching, with a variety of learning experiences linked to a particular theme.

Each class chose one aspect of transport - the wheel, roads, water, rail, natural forces and flight. Teachers, tutors and students took it in turn to teach - leading class discussion and group work, and to observe - stepping back to evaluate teaching strategies and learning experiences.

As the groups of children changed, the value of discussion was always evident. "What do you think will happen?", "What is happening?", "What has happened?" In their different ways the children and their teachers were sharing in the same kind of learning process - pooling ideas, planning, observation, learning by doing, by trial and error, by testing and then evaluating the results.

Much of the group work was based on guided discovery - through designing, model-making and experiment - but also through art, movement and drama. One class had been studying and making water wheels. They were then asked to imagine themselves living in a village where their life depended on the water. One night the wheel was stolen. Problem: what should the villagers do? After discussion the children were asked to work out their own responses through role play in groups. In the planning stage the question was raised of whether we give enough opportunities for children to explore themes through drama and role play. The evaluation focused on the actual learning experiences. The three key questions which the teaching teams asked themselves after each completed session were:

1. What did the children actually do?  
2. What were the children learning?  
3. How would we put this into practice, usually the familiar ones of time and resources. One student felt: "A lot of preparation time is needed for this type of project, but it wasn't available."

A class teacher remarked: "It would have been better with more planning and consultation before each session, and an end product such as an assembly or exhibition where children teachers and students could share what was taking place in different classes." And to keep out of it just watch! The project may have finished but the process continues. As one student put it: "The children certainly enjoyed the time that we were there. However, what we have now to analyze is why they enjoyed it, what they learnt, and how we could improve on what we did."

The true benefit of IT-INSET lies in helping us to focus more clearly on the ways our teaching can match the real needs of children.

Robert Fisher is head of Ardenian Cambridge's primary school. A video of the IT-INSET project is available on loan from St Mary's College, Twickenham, or from Ardenian Cambridge School, The Grange, Twickenham.

To take issue with Geoffrey Samuel's article, "It's fun but is it education?" (TES June 19), in particular his comments about history, we would like to ally some of his fears for the rigour of "so-called" academic subjects. He is concerned that the use of interview techniques or simulation exercises, which form only part of a whole course, would not provide the "mental discipline" demanded by advanced study.

He is quite correct in stating that "It is fun: it engages the attention and enthusiasm of pupils". If this is the case, then it would not be unreasonable to assume that a love of the subject, which will lead to the "mental discipline" required at advanced stages of study, has been engendered. If pupils are, from an early age, familiar with the discipline and skills of the subject, they are likely to gain more from it and contribute more to it as they mature.

As practising teachers and parents, we notice how full of enthusiasm they are when they leave junior school, but we soon see that enthusiasm evaporating. Could the restriction of set period times, a broad curriculum and preparation for examinations account for the change, or is it simply adolescence and all that accompanies it?

Schools do operate "within a given social context"; schools should be aware of the methods of communication within that social context and use them to their advantage where possible. Why should the devil have all the best tunes? This approach does not ignore the fact that young people are eager to know more than the tabloid headline appears to offer. Indeed, once stimulated, genuine learning, research and understanding takes place.

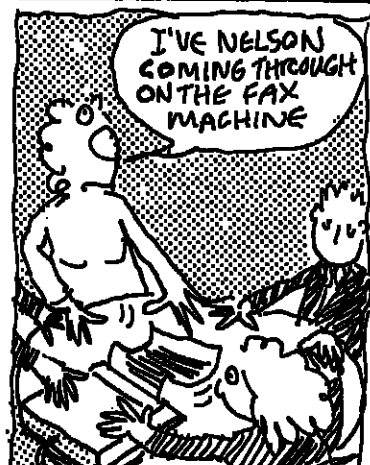
When pupils are asked to present information using techniques familiar to them, from the worlds of entertainment, the media and mass communication, they are often eager and innovative in their approaches. The depth, understanding and subtlety of their knowledge and understanding becomes evident as they compare "This is Your Life" or "Question Time".

The thinking behind the "New History" debate, begun in the early Seventies, is now partly enshrined in the national criteria for history. It encourages the acquisition of historical skills, among them "an ability to look at events and issues from the perspective of people in the past, to stimulate interest in and enthusiasm for the

## RIGOUR

### Sterility of facts

J A McCann et al



study of the past, the use of historical evidence, an understanding of the nature of cause and consequence, continuity and change, similarity and difference."

The "content" versus "skills" argument seems to fall flat because, in the classroom, work cannot be divided as neatly as the proponents of either side would suggest. Without content, it would not be possible for pupils to engage in the skills.

To reconstruct a historical interview between Roosevelt and an American farmer in Tennessee in 1933, the pupils would need to know a great deal of factual history. They would need to understand the farmer's problems during the depression and be familiar with Democratic policies as well as Roosevelt's election promises and intentions in order to discuss them in an interview.

Having exposed pupils to the rigour of the discipline and the factual content, it becomes possible to differentiate between those who have understood the content, when they have to interpret it in an empathetic reconstruction, and those who have learned or remembered but have not understood.

That history has a "unique contribution" to make to the curriculum is undeniable. Pupils are expected to look at both sides of an argument, to analyse motives, to give opinions

based on evidence, to detect bias and propaganda, to reach conclusions and make decisions, to enter into the situations and feelings of individuals in the past.

It is, therefore, not surprising that history teachers will make every effort to move away from the sterility of pupils learning only a long list of dates and facts without any real value or purpose. The training of memory can be achieved in other ways which may be longer lasting when what is remembered is also understood.

Collingwood, writing on the philosophy of history, stresses the importance of "imaginative understanding": the need to rethink the thoughts of the past and the need for critical thinking. If we are to serve the discipline of the subject, we owe it to our pupils to give them the tools and experiences which will allow them to continue such rigour at an advanced level.

Most proponents of the new methodology have reflected on ways in which the subject will be best served. They have seen that if we are to contribute to producing "a society capable of seeing and reasoning, willing and able to consider issues in depth, prepared to make an effort to understand", then history teaching must provide the range of experiences and skills which will produce citizens for such a society.

Learning does require both "concentration and commitment". It can be fun and pupils can benefit from a variety of approaches. To have criticism on one kind of observed classroom experience, to suggest that an academic subject has no rigour, that that education cannot be fun, is an unwillingness to link current teaching within the discipline with examination requirements.

We have moved far enough from Dickensian schoolroom scenes to be able to claim that learning and experiences which are also fun in the classroom are no longer mutually exclusive.

J A McCann is head of history and R Murphy, J Quirk and L Stifford are members of the history department at The Heathland School, Hounslow.



## Time out

Smoothing the path back to the classroom

How do you take time out of teaching without slipping down the career ladder? In industry and commerce, particularly in areas like banking which have a large female workforce, women are sometimes given leave to plan for a career break and re-entry to employment. But only recently has the educational world begun to offer similar practical support.

Last year, West Sussex launched a pilot scheme for teachers taking a career break. It aimed to keep skills and expertise up to date, but it was also seen as a means of reducing the county's supply cover problems, created by the increase in in-service training. It was called KIT, Keeping in Touch with teaching, and based at the teachers' centre at Chichester.

For many, it has offered a turning point in the difficult path back to the classroom, providing contacts, information and advice, but above all strengthening the confidence of those who felt they were becoming isolated from the professional world.

A founder member, out of full-time teaching for 10 years, vividly recalls the first meeting last July. There was a "tremendous feeling of encouragement" that this was really what was needed. Since then the original group of 18 has grown to 81, excluding those who have left to take up full-time jobs, and three more KIT groups are planned for Crawley, Horsham and Worthing.

Dr Pauline Buzzing, the centre's head and co-ordinator of the scheme, has had first-hand experience of the career break. Her last eight years between teaching music in a girls' grammar

school and returning to a mixed comprehensive when her children were aged four and eight. She says the first year back would have been a lot better for herself and her classes if she had been given some of the preparation and support that KIT offers.

"There's something wrong with a situation where we spend thousands of pounds training teachers, put them through fire on their probationary year, and then expect them to go through it all over again when they resume. We end up with highly-qualified teachers working in the local supermarket because they had an unhappy experience when they tried to get back."

Not all teachers taking a career break are mothers with young children - others may have elderly dependent relatives or have spent time abroad - but most of them are, so it is important that the group's activities are flexible enough to fit in with domestic commitments. The monthly meetings are held at times that allow members to deliver and pick up children from school and there's a crèche at the centre.

Although originally intended for secondary teachers, because of its TRIST funding, the group now caters for primary teachers too. Some members are at the beginning of their break, others are on the point of returning to full-time work after several years out.

Pauline Buzzing believes the career break should be seen as a time of positive career development, not as the "lost years" some prospective employers regard it. "Nothing teaches one resourcefulness, management or

It's also an opportunity to gain new skills and qualifications: she took an OU degree, wrote two books on teaching music and lectured to the Workers' Educational Association.

The most important thing is that the group retains its professional edge, according to Pauline Buzzing. "A key feature is to let members be autonomous and assess their own needs." The first request was for an overview of the main educational developments of the past 10 years, which was provided by Geoffrey Hands, the senior adviser for in-service training. Subsequent meetings have looked at drama across the curriculum, gender in the primary school, profiling and maths teaching. Group members particularly appreciate the high standard of speakers: "Being treated as a professional again gives your confidence a big boost."

But KIT activities extend far beyond the monthly meetings and depend very much on members' interests. The group enables them to become part of the network of teachers, advisers, colleges and resource centres that appeared almost impenetrable before. A primary specialist may ask for observation in an infants' school; another may want to find out about a particular reading scheme, or microcomputer. Secondary teachers may feel out of touch with the developments in vocational education. Pauline Buzzing puts them in contact with schools where they can find out more. "Local heads and advisers have fallen over themselves to be helpful," she says, and her own knowledge of the schools built up over six years at the centre means she can establish the most valuable links.

Group visits are also arranged to look at aspects of school management with which members may be unfamiliar: the integrated day, open-plan, and the vertical grouping of small village schools. Such opportunities for purposeful observation provide a welcome contrast to the kind of involvement that one member described as "wiping noses and mixing paints".

Job applications, references and interviews present particular problems for those who have been out of teaching for some years. When one member applied for a maternity leave job she was put in touch with a primary head and went to talk to her about the kind of questions she might be asked. "It's the sort of contact I can make very easily over the phone, but it's almost impossible for someone who has been out of the system for some time," says Pauline Buzzing.

Nearly three-quarters of the group are doing some supply teaching. For them the centre is a useful source of advice and ideas as well as practical help. Ways of making supply teaching a more rewarding experience both for the school and the part-time teacher are also being looked at. A contribution to the latest edition of the group's monthly newsletter, *Kitebox*, by Mike Harbour, deputy head at Felpham comprehensive school, describes some of the difficulties faced: unfamiliarity with the school's organization and systems, anxiety over discipline, lack of continuity and often "feeling like babysitters with pupils they would not get to know, doing a subject that was not their own". Among the suggestions that emerged was a request for clear, written information about the school and the chance to take part in meetings and INSET programmes.

Pauline Buzzing believes that the group's best work will come in about two years' time, when a wider network has been established and there has been a chance to evaluate results. At the moment there is a lack of similar schemes in education against which they can measure themselves.

Both the Equal Opportunities Commission and the Industrial Society run courses on managing the career break. The Pepperell Unit at the Industrial Society, which is specifically concerned with maximizing working women's contribution in industry, is now also discussing courses for women returning in education with the National Union of Teachers and some local authorities.

The unit's management adviser, Beryl Morris, on secondment from North East London Polytechnic, would like to develop work in this area. There are many common problems, she says: outdated skills, a new market place, lack of contacts and confidence and the need to balance professional and domestic responsibilities.

Because it is as important to reach the employers as the women returners, the unit and the Women Returners' Network at Hatfield Polytechnic run courses to show management what steps can be taken to cater for the career break and re-entry to employment. The banks have been at the forefront of such schemes, recognizing the huge loss of investment in recruitment and training if women are allowed to drift away.

Education remains one of the areas least prepared, according to Beryl Morris. Women return to low-level posts with little preparation or training. Until schemes like West Sussex's KIT are extended, women's career paths will continue to look like a game of snakes and ladders.

Mary Cruickshank



## It's the Muppet Show!

Here is an important message for all other closet-nostalgics who learned their craft at "training college" and first encountered acronyms with the introduction of RSLA: you can come out now, help is at hand.

There is an excellent television series which explains the complexities and dynamics of teaching in the comprehensives of the Eighties. It's called *The Muppet Show*. Jim Henson's clever allegory is very subtle, but it's all there. Your local comprehensive in miniature.

Take that poor frog, Kermit. An archetypal state school head - well-intentioned soul, totally dedicated to his calling, often let down by his colleagues, frequently misunderstood, his authority constantly flouted. Yet somehow or other he manages to keep the show on the road and smile at the audience.

All this despite the attentions of another would-be star trying to hog the limelight. Whether "Deputy IC Senior Girls", head of nutrition and textiles (used to be cookery and sewing, remember?), or even school secretary, every comprehensive school has a Miss Piggy whose endeearing self-importance is a fragile cover-up for her sense of rejection in having to cover-up for her sense of first love. "Our play second fiddle to the head's first love. 'Our Kermit!' can quickly crack backstage into the baritone snort, 'Now listen here, FRAGG!' Speaking of dulcet tones, you may wonder what happened to the traditional school choir, the Muppaphones. The hammer-on-the-cranium technique did produce results, but in latter years it also produced several law suits.

These days, the music department's contribution to Assembly is the revolutionary Dr Teeth and his Muppet Mayhem Band, with Janice, the caretaker's nubile daughter, on bass guitar and Animal, scourge of the "Doing Useful Macramé By Oneself" (another acronym) project, on drums. Well, it keeps him away from the art department's glue.

The DUMBO Project was, of course, the brainchild of Gonzo the Great. Gimmick-crazy, megalomaniac, and blissfully unaware of time-tabling repercussions, he rolls up at the heads-of-faculty meeting each week with some amazing new spectacle he wants worked into the curriculum. With virtually unlimited funding available for anything labelled TVEI, he has introduced executive limousine valeting and office morals under the umbrella of business studies. Which would account for his new car and bizarre videos.

"Hiya, Hiya, HIYA!" Here comes GCSE co-ordinator Fozzy Bear with another of his funny monologues. He gives them titles such as "Guidelines to Advanced Hysteria" and "Phase Out Training". He once admitted, "I tell jokes to buy friends", revealing the prevailing belief that bought friends in high places can still get you the odd seat on the plane.

Just a word here about the Swedish Chef. He doesn't always appear to know what he's doing, whatever dish he's cooking. And no one's ever entirely sure what he's saying when he tries to explain it. Just like any head of faculty explaining the allocation of capitulation allowances.

Finally, the two venerable relics of the original secondary modern, Waldorf and Statler, you know, the two crone-like old codgers in the box at the theatre. The timetable says "Craft Design Technology", but they still teach what they call woodwork and metalwork. They've seen a hundred headteachers come and go and have reached the stage where nothing would surprise them now. Except, possibly, a repeat of "The Good Old Days". Let them have the last word of encouragement.

W: Have you ever thought there must be life after death?

S: Yes. Every time I leave this place!

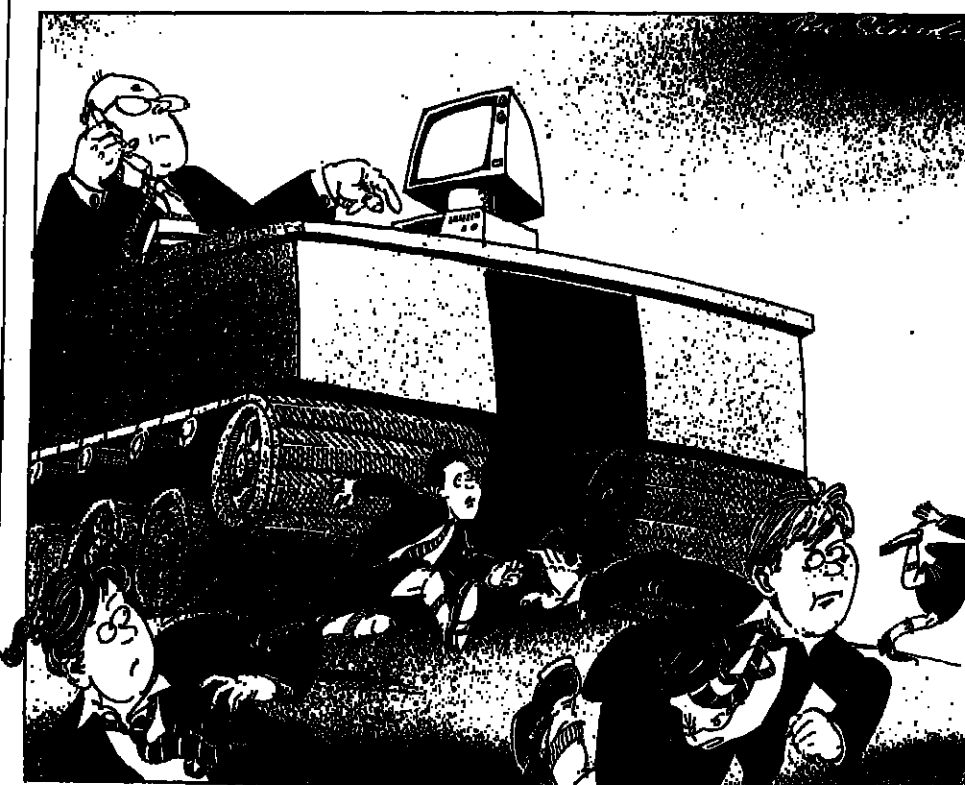
Brenda Courtie



## FEATURES

# In at the naff end

Fred Sedgwick takes an instant dislike to a new journal of educational management



More basically, how can any magazine with "education" in the title get into print without saying something serious about the students?

So what, if not the students, is management concerned with? One answer is public relations. "Individual schools must take responsibility for changing the national image of comprehensive schools," says the blurb over one article. Fair enough - we all resent that media presentation that shows our schools as being sinks for the unspeakable teacher in pursuit of the illiterate pupil. But image-consciousness is often taken to ridiculous lengths, such as when both my local

comprehensive schools changed their "logos" within six months, as if the face we present to the community on our letterheads and school uniforms is more important than the substance that makes up what goes on inside our classrooms. While there are 300-odd words here about images, there is nothing about children learning.

I can judge from this magazine that management is also interested in techniques, training and skills. Lynton Gray (from North East London Poly again) argues for a technique in which teachers attending a management training course exchange their names, addresses, telephone num-

bers, position, and favourite lunchtime drink (honestly... Shome mishake here, shurey... I resist with difficulty a number of jokes with alcoholic and sexual innuendo), in order to break the ice on the first day.

Now the point here is that training and education are two different things. We train each other to ride bikes, to drive cars, to play football, to take the first steps in using a calculator; when it comes to the free exchange of ideas, intellectual concepts and perspectives, we educate. The emphasis on skills, too, is inappropriate. You think these writers had forgotten that knowledge and attitudes have a vital function in the educational equation, let alone, to quote Gerald Hopkin in *The TES* recently, "ideals, principles, love, respect, vision, hope". Anything from that he would look like a nun in a brocade in this publication.

The appearance of the magazine suggests that its editor thinks we all have reading ages of about 12. There are massive headlines to each article, often taking up half the page; little summary boxes ("Ten Commandments about meetings") and appalling English grammar, like this:

Visiting various colleges... over the last two years, the discussions have usually centred on...

That writer should have re-read his stuff, and found that the notions of discussions travelling about the country is absurd. And the style a fustian, as in a piece by Jane R. Moyle of the University of Leicester, who can't see a dot without noting it down for future use: the profession might wish that teacher education had never reared its ugly head... it looks like staying with us for a long time to come.

I still don't know whether I have more information now about educational management. Maybe this is the naff end of the market, at there's some splendid rigorous journal somewhere I will send me. This no doubt will convince me that management isn't always something madly else does to you, like mugging, or the thing I long joke; that it hasn't always got a dogmatic ideological position that believes the rank and file aren't working hard enough. That's the view that's seeped on to my desk from these pages, despite the user-friendly style. And I, for one, think better of teachers than that.

Fred Sedgwick is head teacher of Dabbling primary school, Ipswich.

## The enabling curriculum

Virginia Makins reports on the liberating structure of a Walsall comprehensive

When Martin Taylor moved to T P Riley school in Walsall from a high-profile innovating Oxford comprehensive, he planned to take things slowly. "I'd been on the management courses that tell you to change one thing immediately, to show that you're no pushover, but otherwise to wait and see."

But his caution was disrupted by the T P Riley deputy heads, who knew all about the innovations at Peers School, where Taylor had been deputy. They spent a long evening grilling him about his ideas for change, and then asked: "When do we start?"

The result has been the introduction of an "enabling structure" designed to make changes in the curriculum and organization of the school more feasible, without forcing the pace. The structure was agreed by the staff in December 1984 - in Taylor's first term at the school - and is still on course (though slightly delayed) in spite of the staff's solid support of the teacher's pay action.

The key to the new structure is that subject departments have been grouped into curriculum areas, and then the timetable has been blocked so that year or half-year groups are taught the same group of subjects at the same time. The teams of teachers in any curriculum area can use the time as they like - keeping separate subjects or shared teaching groups, or beginning to integrate the work and rearrange teaching groups.

T P Riley is a large comprehensive on a small site with 1,300 pupils. When Taylor arrived, the

school had been run as a tight academic ship, and was very popular with parents. There was early streaming, with separate remedial classes.

Several attempts had been made to review and modernize the curriculum, and some new ideas had taken root, such as a core fourth and fifth-year course in Modern Industrial Society, designed with help from trade unions and industry.

But not all the changes had been successful. "We'd had an awful lot of initiatives and not all had been seen through to their logical conclusion," said a teacher. "Senior staff moved on and the initiatives withered."

"Changing teaching styles is the most difficult thing and it's particularly difficult when nothing else is changing. The new structure makes it much easier," said David Allsopp, the senior deputy head, who has worked in the school for many years.

Another important element in the new scheme was a complete reorganization of the specialist departments. Its teachers were brought out from their separate remedial world to support teachers in the curriculum teams, helping pupils with special needs, and designing teaching materials to help those with difficulties, or to extend the more able.

The beauty of the new structure, in Martin Taylor's eyes, is that energy can go into genuine changes in curriculum and teaching methods, and not be diverted into setting up new organizational structures - such as a working party, a department, or a quality system.

Instead of a new hierarchy of faculty heads, co-ordinators have been appointed for the various curriculum areas. It hasn't been an easy job, and there are areas where very little has changed. But when a group of teachers in one of the curriculum areas does decide to pilot new ideas, the structure makes it much easier for them to move.

"Things are happening in a piecemeal way, in areas where people are prepared to take risks", says John Chapman, the deputy head in charge of the lower school. "It's a start and it is moving us from rigid line management to teams of people who are responsible for their own world, and able to share successes and mistakes."

The school has already changed from a conventional timetable to a 25-period week, and next year will have 20 periods a week - three 70-minute ones in the morning, and one 80-minute period in the afternoon, which should make it easier to arrange work outside the classroom. "With the longer teaching periods our methods will have to change," said a teacher. Each curriculum area is allocated a set number of periods each week, so that all pupils will have a balanced curriculum diet up to the age of 16.

There are five areas: English; mathematics; languages; expressive arts (art, drama, music and the dance bit of physical education); human studies (geography, history, religious education, economics, and the modern industrial society course); "learning for everyday life" (PE, home economics, careers, information technology, business studies and careers); science and craft, design and technology; and the tutorial programme, which is now treated in exactly the same way as other areas, and given one period a week.

The new arrangements started for first-years in 1985, and rolled on into the second year last September. Next year, they will continue into the third year and start for the fourth year - with some curriculum areas using them to introduce modular approaches to GCSE and other work.

Talking to the staff, you meet an inevitable degree of cynicism about the new arrangements. "All this talk about structure - you can have a wonderful structure and nothing happens." The curriculum team led by some former arrangements, but at least it is possible.

## FEATURES

# Take it from the bottom

Carolyn O'Grady reports on Avon's new media education guidelines



There is a happy buzz of interest in Rae Brown's room at Broadway infants school in Avon. At one table, three of the lively six and seven-year-olds have been given a large sheet of paper with a photo in the middle and are completing the picture. Another group is adding captions to a mass of photographs.

Elsewhere children are selecting the best photographs for a project on "Our School", and making notes on the reasons for their choices. And books of photo stories are displayed, in which the storyline, the photographs and the captions have all been produced by the children.

It could be any successful infants classroom, but it was being shown to me as an illustration of Avon education department's new approach to media education, a controversial subject area which, with its terrible twin media studies, has provoked a great deal of prejudice and fear. It is a subject which is often seen as taking an academic, "top down" approach. Avon's policy is to start at the other end - with the primary schools.

The county's thinking has been set out in new guidelines drawn up by the Avon Primary Media Education Working Party and distributed earlier this year. The tone of the document is low-key and matter-of-fact, a long way from the academic, jargon-saturated and often politically orientated documents once associated with the subject. Its tenor is summed up by one of its authors, Brian Gosling: "There is nothing radical about media education in the primary school. It slots in so easily."

The ideas, skills and concepts that make media education a distinctive area for study, however, are emphasized in the guidelines. These include: media conventions - including stereotypes; genre and the way the audience influences a product, whether film, newspaper, photograph or book. The ownership of the media and the question of control are also considered along with semiotics: the way meanings and messages are represented.

The chapters on "The Issues of Media Education" is the most academic and jargon-filled in the guidelines, but elsewhere the emphasis is on conveying these ideas through practical activities which involve perhaps only a small element of media education.

"Most teachers will find that they are already involved in media education at one level or another through their concern that children should develop a wide range of communications skills. Teachers have probably classified this work as a language, art or drama."



Pupils wrote about the history of flight using the computer program Front Page

Often, the guidelines suggest, media education in the primary school means adding a new perspective, a few more questions to the points a teacher would normally want to raise in any lesson. Activities designed to illustrate such issues as partially "provide further opportunities for the extension of language, creative writing, art, drama, moral and social development". The idea is that media education should permeate the whole primary school curriculum rather than be grafted on.

Rae Brown attended the second of two year-long courses on media education at Bath teachers' centre, organized by Avon. Early on she decided that she wanted to do a lot of work with photography.

"With the first lot of photos all the reactions were on the lines of giggly comments on who was in them and how fuzzy they were." But gradually a more sophisticated awareness of how photographs could be used to communicate emerged. One successful project was based on a little girl's story about a lost letter. The class together looked at the story and decided what photographs should go on each page of the album. Each photograph was planned and Rae took groups of six or seven children out at a time to record the story in sequence.

"Later the children suggested that we could have taken the same location photographs together, regardless of how they appeared in the album." They began to understand how photographs could be rigged. In the story the letter is snatched away by the wind near the post-box, but the nearby main road meant Rae was reluctant to allow them to throw the letter into the air there.

"It took quite a lot of discussion for them to realize that the photograph of the letter in the air didn't actually need to be taken by the post-box at all. At this point they appreciated that photographs don't necessarily tell the whole truth."

These and other exercises in the classroom suggest to the children how the media construct messages and also give them a chance to create their own.

Rae emphasizes that these projects are not technical exercises. "I'm not teaching photography. The kids are using photography in the course of the development of a project. It's an exercise in awareness. At the end of the project we are not just interested in whether the photos are technically good but in whether they show what they wanted."

It is important therefore that the children feel that it is their own work, that they take the photo or set up the shot on a tripod, devise the captions

and also do the typing, even though this is a laborious and difficult task.

Brian Gosling, the acting head of St John's CE junior school in Chipping Sodbury, is one of the authors of the guidelines. He describes himself as a media education "enthusiast" and is now organizing a series of workshops on media education which is a pilot for a programme of support to be developed across the county. The workshops, which span three evenings, give teachers the opportunity to try out sophisticated equipment including a video camera.

At St John's school, teachers are incorporating ideas or perspectives from media education into their day to day work. As part of a project on space, for example, children devised a brochure on earth as a holiday resort for space tourists. The exercise led to a discussion of the partiality of holiday brochures and other advertisements.

Elsewhere children were using a computer program, *Front Page*, to record the life of Jesus as a series of news stories and to write up landmark events in the history of flight, again as a series of news stories.

Brian Gosling has done a lot of work using a video camera. One approach which he has found easy and productive is to involve children playing and filming an advertisement. They display a healthy cynicism, he says, producing commercials on topics such as a warning against "the most boring book in the world" (a school textbook) and a new improved brand of coffee that made you vomit.

One of the advantages of using a video recorder is that results can be played back immediately and good and bad points discussed openly. Through a process of planning, doing, discussion and review Brian Gosling found that children began to understand not only the technical operation of the equipment, "but also the conventions of narrative work and why some story-telling could be incomprehensible to an uninitiated audience."

He believes very firmly that the children should be allowed to experiment and advises teachers to resist pressures, at least at first, to make films for showing to other children or parents. "The opportunities to experiment without having to produce a film of presentable quality always seem to me to have a greater educational worth." The importance of allowing the children to learn through experimentation and through making mistakes is emphasized in the guidelines.

"Mistakes should not be feared. Despite always encouraging children to do their best, mistakes should be welcomed as an opportunity to build on the children's understanding and abilities based

on their own work."

Eric Williams, Avon's adviser on music, drama and media education and convenor of the Primary Media Education Working Party, finds that many teachers are afraid of what they see as an academic, "rarefied" and jargon-filled subject area. "They think it will require technical skill and that the kids will be required to produce perfect videos. In fact the children's learning has to be based on concrete understanding. You start from where they are and build on that."

The working party's views on home viewing - the question of violence on TV, distinguishing between fact and fiction and discerning hidden messages - is linked to this emphasis on doing. "It is not suggested that schools should attempt simply to 'innoculate' children against the harmful effects of television, even if it were possible to do so. Rather they should attempt to develop discerning viewers who are capable of using media forms positively both as consumers and producers."

"It is not enough," says Eric Williams, "just to talk about what they saw last night - the children need to develop a critical awareness."

The next step in spreading the message of the guidelines will be a gathering of heads later this year to introduce the ideas, followed by in-service day programmes for teachers. There will also be evening support sessions spread over a term.

Another year's course is also planned, this time in conjunction with Somerset education department, which will aim to relate media education to information skills. It will, for example, look at how television and radio can be used as a means of inquiry and recording as well as communicating.

Radio Bristol and HTV have been helpful. Next year a teacher will be seconded to HTV to work on a magazine programme and to put together a resource pack for schools on how programmes are made. Avon also wants to develop closer contacts with professional video producers and photographers to cater for a high level of demand. Three teachers' packs have already been developed as part of an Arts Council funded project on photography.

"We want to find ways of bringing the guidelines into the consciousness of all teachers, not just a small band of enthusiasts," says Eric Williams. "We don't want them to be something that will just fizzle out in a few years."

\*County of Avon Education Service Guidelines: Media Education in the Primary School. Policy and Guidelines drawn up by the Primary Media Education Working Party during 1985-1987.



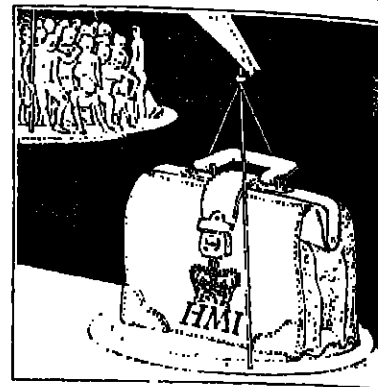
"An exercise in awareness": selecting and sequencing photographs



# Review

## The secret gardeners

Pauline Perry on the mysterious workings of Her Majesty's Inspectorate



HMI, By Denis Lawton and Peter Gordon. Routledge & Kegan Paul £14.95. 07102 06046.

HMI and their work have long been a mystery either frustrating or fascinating to many in the education service. A book which makes an honest attempt to assess the influence that they have had on Government policy and on education is, therefore, a welcome move. Denis Lawton and Peter Gordon have also made a meticulous and scholarly examination of the evidence which is publicly available to demonstrate the relationship between HMI, DES and ministers.

The book offers an absorbing account of the history as well as the present structure of HMI, and in the process provides some illuminating insight into the past 150 years of English education. It brings together a great deal of evidence which has not been researched or published before, and refreshingly avoids the degeneration into anecdote and personality which so often colours any public statement about HMI.

In a recent article in *The TES* (Platform, June 19) the authors say that they have tried in the book to assess how successful HMI has been in providing a body of professional expertise independent of government and the DES. They attempt to do this through examining the influence the Inspectorate has had on the various phases of education, as well as in one chapter examining the relationships between HMI and other parts of government. The authors lack, of course, the evidence which can never be public: the degree of attention and value given by ministers to the advice of HMI in day-to-day meetings around the Secretary of State's table. Such advice is covered by privilege, and can never be publicly known, so the authors have carefully compared the evidence of published HMI views, with public actions and statements by ministers, to make their assessment of the Inspectorate's influence.

Such examination has led them to divide the period since the end of the Second World War into three phases. In the first of these the relationship between HMI and the Department was "partnership" with HMI in the political background; in the second phase, from the late Sixties to the mid Seventies, HMI are seen as returning to the political arena with a definite professional role; in the third phase, from the late Seventies to the present, the professional and independent role of HMI has become much more important.

The authors have not, I believe, understood sufficiently that HMI's role and influence is dependent entirely on the role and policies given by ministers to the DES itself, at any time in its history. The current policy of some schools taken out of local authority hands will, for example, have important implications for the role of HMI. Any change in the employers of teachers would have even more profound implications.

Throughout the Fifties and Sixties, the Ministry and then the Department were primarily concerned with facilitating the role of the DES, and were pleased to describe education as "a central service locally administered" with all the implications for low key central administration of that phrase. With such a perception of the central ministerial role, power in education was inevitably located in local authorities with their largely independent education departments, and those decades produced powerful chief education officers and a fierce belief in the independence of the individual school and teacher with respect to the curriculum. Ministers saw their role as largely confined to the structural organization of schools, and particularly secondary schools in the comprehensive reforms of the Sixties. The natural territory for HMI, the curriculum and its pedagogy, was out of the hands of the DES and in the hands of teachers or their I.C.A.S. and it is therefore not surprising that HMI were, in national terms, politically insignificant.

This of course was not the whole picture, but it accounts very much for the difficulties of HMI in demonstrating their value to central government at the time of the 1968 Select Committee Enquiry, which is widely and accurately quoted in the book as a key point in the history of the Inspectorate.

Several events which the authors examine served to change the role of the Department and therefore HMI quite dramatically during the next decade. The arrival of a dynamic Secretary of State called Margaret Thatcher began to shift the Department into a form of interventionism in teacher education and higher education which it had not known for some time; the Inspectorate's own decision to demonstrate its relevance by initiating the national surveys of primary and secondary education, which pushed forward the education debate into areas where central government had previously shown little interest; the Callaghan speech and the founding of public attention on the qualitative issues of education and away from the obsession with structural reform: all this led the Department to change its focus within education, and thereby fundamentally to change the role of HMI.

The Inspectorate has been forced into its central and apparently political role not because it had changed the nature of its own interest and advice, but because ministers and therefore the Department have moved into areas which were previously the "secret garden of the secret service" as a former senior chief inspector once described the curriculum. No government minister concerned with the quality of education, with the content of the curriculum and the pedagogical skill of teachers, could do other than exploit the vast resource of a national Inspectorate, equipped with professional expertise and given statutory power to observe the delivery of education every day in classrooms, lecture rooms and workshops.

The awesome increase in the influence of the Inspectorate which has taken place over the last decade and more makes it crucially important that their methodology and ways of working should be made public, and the authors welcome the recent moves in that direction. In examining the recent moves in that direction, the authors ask their key question of the role of HMI as their independent and professional educator, the authors recognize the importance of HMI (credibly as expert witness, "telling it as it is", and not how politicians or bureaucrats might wish it to be). Such a role is a far from comfortable one, and it is reassuring to those of us who have suffered some of the discomforts in recent years, that honest and sympathetic critics like Denis Lawton and Peter Gordon recognize the need for constant vigilance. The battle for real independence is never won; it simply has to be fought again and again. In that battle, HMI's friends are often more dangerous than their enemies. The teachers who wish to use as argument only the things they most wish to hear are as much of a threat to independence as the senior administrator who tries to strengthen his arguments with ministers by enlisting HMI evidence, often selectively.

The final assessment is that so far HMI have been neither politicized nor made parts of the bureaucratic machine. If that is to continue to be true, and I believe it to be greatly to the advantage of the education service that it should, then HMI will need the sympathetic understanding of those in the education service. This book goes a very long way to ensuring a more informed and sympathetic view of HMI than has been possible before, and its authors are to be congratulated for having produced an account both readable and provocative.

## BOOKS

# Arabs, Jews and the gulf in between

Sue Surkes on the latest books on the Middle East conflict

*Arafat: Terrorist or Peacemaker?* By Alan Hart. Third Edition. Sidgwick and Jackson £9.95. 0 283 99486 X

*The Palestinian Catastrophe: The 1948 Expulsion of a People from their Homeland.* By Mitchell Palumbo. Faber and Faber £12.95. 0 571 14864 6

*Arab and Jew: Wounded Spirits in a Promised Land.* By David K. Shipler. Bloomsbury £17.95. 0 7475 0037 1

*Time to Explain - an Autobiography.* By Christopher Mayhew. Hutchinson £12.95. 0 09 168440 4

*The Thirteenth Gate: Travels among the Lost Tribes of Israel.* By Tudor Parfitt. Weidenfeld and Nicolson £12.95. 0 297 75093 5

*Holy Terror: The Inside Story of Islamic Terrorism.* By Amir Taheri. Hutchinson £12.95. 0 09 165970 1

Few Middle East observers will forget the day back in 1974 when Yasser Arafat, leader of the Palestinian Liberation Organisation, stood before the United Nations with a gun in one hand, an olive branch in the other and the haunting plea: "Do not let the olive branch fall from my hand."

His was a publicity coup which led to the passing of UN resolution 3236 recognizing the rights of the Palestinians to self-determination, national independence and sovereignty. But did the contradictory gesture tell us anything about the man?

In *Arafat, Terrorist or Peacemaker?*, the former foreign correspondent Alan Hart tries to find out which hand is the stronger. His conclusion? That no leader, Arab or Jew, had done more than Arafat to prepare the ground for a comprehensive settlement of the Arab-Israeli conflict.

Hart's lively and compelling biography, now updated and revised, traces Arafat's development from his unhappy childhood in Egypt to his expulsion from Beirut and his subsequent tangles with the *Achille Lauro* hijack and Larnaca yacht murder affairs. The man who is so closely associated with the khaki combat gear and Arab head-dress emerges as a shrewd, charismatic character - a tactician who knows what he wants and has few scruples about getting it.

But as a true devotee of peace or even just as a man strong enough to mobilize his forces to accept compromise, his case at the end of the book remains open to question. The 1974 massacre of Israeli schoolchildren at Ma'alot springs to mind when Hart tells us that Arafat is "really only happy when he is among children".

Hart seems to indulge in a fair amount of back-passing, calculated, one assumes, to lead the reader off the book. In a chapter about Black September (a subgroup of Fatah - the biggest organization within the PLO), he states that "all of Fatah's top leaders were opposed to the use of the terror weapon". The decision to resort to it



Yasser Arafat, right. *The Thirteenth Gate*: Master Kampe, Japanese calligrapher, who believes he is a member of the lost tribe of Zebulun. Below, *Holy Terror*: female soldiers of Allah, part of "the army of twenty million" which Khomeini hopes to raise by the end of the decade in order to "liberate the whole of Islam".

was taken by embittered individuals within the ranks of Fatah's fighters. In a section on the *Achille Lauro* affair, he takes up Arafat's own conspiracy theory and suggests that the mastermind was not the PLO executive member Abu Abbas acting under Arafat but Syrian intelligence officers who indirectly used Abbas as a pawn to discredit the PLO and its leader.

Arafat cannot have his cake and eat it. Either he has approved the use of terror and allowed his subordinates to get on with the dirty work, or he has had to disown some of the ugly doings of the past few years with the lame excuse that he did not know who was doing what.

Hart himself concedes that "Arafat lost control of events on his own side soon after he became the chairman of the PLO". If Israel were to listen to the compromises Arafat might have offered - and he insists Israel has turned a deaf ear - one wonders whether the leader could deliver. Hart's book, though dedicated to proving otherwise, will provide plenty of ammunition for those who believe he could not.

Questions of a different kind are raised by Michael Palumbo's *The Palestinian Catastrophe*, which sets itself the task of chronicling "how the Zionists carried out Ben Gurion's plan to expel the Arabs and take their places".

Palumbo nails his colours firmly to the Palestinian mast, and there is nothing inherently wrong with that. But his selection of material, his use of language - Arabs were "murdered" while Jews were "killed" - and his grudging reluctance to allow the Jews even the faintest hint of humanity, most seriously call into question any objectivity - if that, indeed, was his aim.

It is interesting to compare what can only be described as Palumbo's pole-



mic with David Shipler's Pulitzer Prize-winning epic, *Arab and Jew*, a hefty and moving work which looks at the soap-box conflict not from the eyes of Israel's diverse inhabitants. Both Palumbo and Shipler use the same source material in their chapters about the still controversial Jewish massacre of Arabs in the village of Deir Yassin in 1948.

But while Palumbo chronicles the "ghoulish conduct on the part of the Zionist terrorists" with detail worthy of a video nasty and heavy concentration on eyewitness accounts of an Arab who and a doctor who could only recall the SS, Shipler, without condoning the atrocities at least attempts to contextualize them.

He movingly quotes an Arab who lost family and friends in the incident, but also points out that a 1,300 strong force of the Arab Legion had just

massacred a group of Jewish kibbutzniks nearby so that emotions were running high.

Shipler is perhaps wise to avoid taking sides on such contentious issues and to explore the impact rather than the justification of war, terrorism, nationalism and religious fundamentalism on the everyday lives of Israel's people.

By interviewing a host of characters - from the Palestinian lawyer and Jewish nationalist leader to the Arab woman in love with a Jew, he is able to weave together a tapestry of immense power.

Christopher Mayhew's autobiography, *Time to Explain*, is distinctively and quintessentially British. He makes no bones about his anti-Zionism, tracing the roots to his days as Foreign Office junior minister under Ernest Bevin. But he seeks to clear his name once and for all of charges that he is

also an anti-Semite. Bevin, who, he says, undoubtedly detested Jews, had made a mistake. He had attributed the characteristics of his "Zionist enemies" to the Jewish people as a whole. It sometimes seems as if the Jews have been explored from every possible angle and vantage point - which is why it always comes as a breath of fresh air to discover an unusual line. Tudor Parfitt's *The Thirteenth Gate* is one such offering, taking us through exotic Jewish communities in search of the lost 10 tribes of Israel.

Parfitt meets the Indian Bene Israel, the Ethiopian Falashas and the Southern African Lemba, among others. He makes little comment, however, about the validity of their claims - in part, he says, because he believes that "what a group thinks about itself is at least as important as what outsiders think about it".

It is an interesting thought, especially when turned on its head and applied to the fundamentalist crusaders of Islam. For as Amir Taheri, editor until 1979 of Iran's daily newspaper *Kayhan*, tells us in his new book, *Holy Terror*, there are some who will categorize all would-be Westernizers of Muslim countries as Jews - Kemal Ataturk, Reza Shah Pahlavi, Gamal Abdul-Nasser and even Yasser Arafat. The revelation is one of several gems of information which add light relief to an otherwise spine-chilling account of the workings of Islamic fundamentalism "holy terror" across the world. Focusing on the Khomeini-inspired Party of Allah (Hezbollah), which boasts more than one million members in Iran and offshoots all over the globe, Taheri provides particularly interesting details about the training of fighters and the realities of life in an Iran gripped by frenzy and fear.

He describes how members of the revolutionary "komitets" and Revolutionary Guard broke into 79,000 Iranian homes over five years to seize objects of sin such as records, lipsticks and chess sets. He chronicles the many "weapons" used in the fight against Satan - the throwing of acid, for example, at the faces of unveiled girls. And he quotes private estimates which show that one in 40 of the population have served prison sentences of varying lengths for un-Islamic behaviour.

Taheri, who is patently no friend of the Ayatollahs, runs the risk of embroiling his reader in a sometimes suffocating web of detail about the history, beliefs and leadership structures of fundamentalist groups throughout the Middle East and beyond. He also concentrates on the "what" sometimes to the detriment of the "why".

But as a descriptive and amply researched account of the many-headed beast that Islamic fundamentalism has spawned, his book deserves the serious attention of anyone trying to comprehend what must be one of the most significant phenomena of the 20th century.

## Homintern

*The Secrets of the Service: British Intelligence and Communist Subversion 1938-61.* By Anthony Glees. Cape. £18. 0 224 02520 2

This is the latest in the current flood of British spybooks which promises to last into the next century. The Official Secrets Act in which such volumes are nurtured has been recently fertilized by a new complaisant Government protection policy. Though they will wound the autobiographies of ex-spies like Peter Wright through the courts of the world from America to the Antipodes, second-hand accounts by *homintern* journalists and dons are immune - welcome even. So our reading public, denied information from Parliament and the newspapers about M15 (which spies on Brits) and M16 (which spies on foreigners), can now take itself with expensive, hard-back books.

It is not simply to this new dispensation from the Official Secrets Act that

these books owe their popularity. They also feed off and compete with each other, exonerating M16 and convicting M15 or vice versa. Peter Wright and Chapman Pincher believe that Sir Roger Hollis (once head of M15) was a spy; Anthony Glees believes that he wasn't - and that the Pincher-Wright line is cunning. The RCB. He only just restrains himself from suggesting that Wright and Wright are themselves Soviet moles, contenting himself with uncovering a veritable trail of others, from Beaverbrook acolytes like Sefton Delmer and Brendan Bracken to Smolka, Politz and other refugee foreigners, who would have got short shrift from Lord Beaverbrook in his spy-hunting mood. Since all these characters are well and truly dead, they can neither sue nor answer back.

The Glees vs Pincher argument does not simply centre on who exactly was a traitor; more importantly it is about when the security services went to pieces. The M16 orthodoxy of Pincher and Wright states that the Second World War was the security services' finest hour; the damage done by Burgess, Maclean, Blunt, and Philby

was postwar degeneracy - the product, by implication, of socialist unreliability and slackness.

By contrast, Glees's heroes are socialists. Hugh Dalton, the head of the Special Operations Executive, is one. Together with his young comrades, Hugh Gaitkell, Richard Crossman and Patrick Gordon-Walker, he understood communists and wanted to strengthen opposition to their post-war takeovers in Europe. He was eased out for his pains by a dastardly and sinister plot. Glees's *bleu noir* is Lord Vansittart, the racist anti-German ideologue, who persuaded Churchill into unconditional surrender. While the democratic left had their eyes wide open, it was the monied right and Churchill who were blind to the post-war split in Europe, hoodwinked about Soviet intentions by their own class traitors, the "Hominterns" led by Burgess and Philby. The Glees thesis is that M16 security had a lousy war. It is not a scenario that Chapman Pincher will accept. Look out for the next thrilling episode.

Christopher Price

## PAPER BACKS

*The Men Who Ruined India.* By Philip Mason (Pan £4.95. 0 330 29821 3).

Concise, yet eminently readable, this wide-ranging account of the 300 year British presence in India cannot fail to increase our understanding of that country's present problems. Among the first East India Company's traders of 1607, down to the officers of the Indian Civil Service prior to Partition in 1947, there existed always a basic idea of service to a people of vastly different religions and customs. This sentiment survived the horrors of the Black Hole, the Mutiny, riots and famines and led, among other things, to the end of suttee (the burning of widows), the construction of railways and canals, and a judicial system still in force today.

Eric Church

*First published in 1977, Alistair Horne's A Savage War of Peace (Pamphlet, £3.95) is a comprehensive account of the Algerian conflict from its origins in*

colonial history and outbreak in 1954, to the messy resolution of 1962. This new paperback edition has been updated to include new material from interviews with Algerian leaders and this story of eight years' savage guerrilla warfare has implications for the understanding of modern history which extend well beyond the two countries principally involved.

Robin Buss  
*Dreams of Amazonia.* By Roger D. Stone. (Penguin £3.95. 0 14 00573 X). It should be possible both to preserve, and exploit Amazonia, so that the rain forest can provide a living for Brazil's booming population without massive deforestation. The reasons and straightforward book conveys the history, evolution and flavour of the region and looks at the possibilities for its future.

Indian Country. By Peter Matthiessen (Flamingo £3.95). When the Europeans arrived, the American Indians had no concept of nature as a "wilderness" to be tamed; they were simply part of it. This is more than an eloquent catalogue of injustices. It also tries to show what can be learned from a more "natural" way of life, before the "white man" conquers nature all too literally. Diane Hoffman



## BOOKS

## Good companions

The Cambridge Companion to Shakespeare Studies. Edited by Stanley Wells. Cambridge University Press £27.50. 0 521 26737 4 £8.95. 31841 6. Shakespeare's Tragedies. An Introduction. By Dieter Mehl. Cambridge University Press £10.00. 0 521 30423 7. Shakespeare, Politics and the State. By Robla Headlam Wells. Macmillan £20.00. 0 333 37590 4. London in the Age of Shakespeare: Anthology. Edited by Lawrence Manley. Croom Helm £22.50. 0 7099 3560 9.

In the end, of course, the play must always be the thing, and if ever the extraordinary (or any) comes when audiences fail to flock to the theatres where Shakespeare's plays are performed, both they and the libraries of books and papers that discuss them will become merely historical matters for the interest of scholars. Some critics and others have forgotten this, but this maxim is never forgotten in the first three books considered here, while the Anthology does not deal with the plays at all.

The Cambridge Companion to Shakespeare Studies brings up to date the information of the 1934 and 1971 Companions and, like them, is invaluable to all students of the plays and their presentation, whether contemporary or subsequently. A most interesting chapter examines the contributions made by film and television, with the suggestion that both offer opportunities yet to be discovered for exploring and developing qualities of drama and character.

The second chapter, which follows a brief outline of what is known of Shakespeare's life, provides a most necessary context for the plays in an attempt — no more can ever be possible — to show how they are themselves the outcome of the thoughts and beliefs of his age and would have been understood by the audience in the same tradition.

This aspect is often overlooked, but here it is shown clearly how some of our 20th-century lucubrations are unnecessary: many "problems" disappear, others appear in a very different light. How Shakespeare used the native traditions of comedy and tragedy, what he added of his own, how he "saw" the history sources and to what purpose he used them are examined remarkably extensively in so short a space. So too are the questions that Shakespeare was continually re-

examining: marriage, politics, duty, power, moral responsibility and personal relationships of all kinds. The essays discussing the variations in critical approach from 1660 to the present day are interesting in a number of ways. No student should fail to consult the final contribution dealing with Shakespeare reference books.

"Many generations of playgoers and readers have found his tragedies to be something special and unmistakable", and on this basis, keeping as free as possible from pre-conceived theory, Dieter Mehl studies the tragedies. He strikes an admirable balance between the study of the play and the role of the chief characters in it, often refusing to be drawn into examination of single problems on the excellent grounds that the play as a whole is not served by it. As a result, the frequently over-emphasized contradiction in, say, *Antony and Cleopatra*, are seen to be largely irrelevant, and the play and the protagonists fall into perspective.

It is pleasant to read work of such scholarship in which the author keeps firmly to the matter in hand; the ways in which the characters and the plot serve each other and together carry out Shakespeare's design are seen to some extent as parts of a general exploration of society and man within it.

Because the interest in Shakespeare's plays is concentrated firmly on the characters and their interaction in a given situation, the political content, even more than the political context, has often not been taken sufficiently into account. The argument of chapter two of the Cambridge Companion to Shakespeare Studies is more fully developed in *Shakespeare, Politics and the State* where quotations from writers and contemporary documents which embody the political and philosophical preoccupations of the time are set against passages from the plays which reflect and debate the ideas contained in them. The age of transition from Tudor to Stuart rule was politically disturbed and seething with the New Learning which, for thinking men, challenged all accepted ideas. As R H Wells clearly demonstrates, both Shakespeare and audiences were vitally concerned with it all.

The role of the king or ruler, the right of rebellion if the ruler is unjust, the position of man in the universe and consequently what sort of civilization is the perfect one for which he should strive were not merely good dramatic material but were of immediate concern to Shakespeare and his audience. Carefully examined it becomes evident



Frontispiece to *The Wits* (1662), an anthology of dramatic pieces, including *Henry IV Parts I and II*. An illustration from *The Works of William Shakespeare* by Michael Justin Davis with photographs by Simon McBride (Michael Joseph £14.95).

that whether comedy, history or tragedy or the magical last plays they are all, without exception, concerned in greater or lesser degree with man and his relation to the universe, and it is this which makes the total impact of the plays so overwhelming.

The *Anthology* does not deal with the plays but presents texts from 1495 to 1660, the majority in Shakespeare's lifetime, which illustrate the role played by London in Tudor and Stuart times. Even more than today, the London of those days was the centre of the country, its "largest and most widely experienced artefact", con-

stantly changing, ebulliently diversified, thickly populated by an unruly citizenry where extremes of riches and poverty existed cheek by jowl and disease, crime, filth and vice were rampant. At the same time it was small enough to be an entity so that its old ideas worked in it like yeast. In the 16 chapters, each one containing verse and prose contributions that are serious, comical, factual and literary, evoked. There are excellent notes and bibliographies.

Katya Watter

## Letter

## Fashions in fostering

Sir — In her lengthy review (*TES* July 3) of my research report *Denying Homes to Black Children*, Marion Lowe somewhat succeeds in avoiding all reference to the report's main purpose and content. This is that, contrary to the fashionable social work orthodoxy, black children can be successfully adopted and fostered by white families. At least three quarters of the report consists of a detailed presentation of the arguments made against trans-racial adoption followed by a point by point rejection of each of them, using the findings of American and British research. Your reviewer ignores them all.

Among several other points, my report demonstrates that the overall adjustment of black children in white homes is excellent, that white adoptive parents are quite capable of dealing with the issue of racial discrimination, that trans-racial adoption need not damage the child's sense of identity, that claims about trans-racial adoption constituting a form of "cultural genocide" are mere political posturing and, most important of all, that statements to the effect that very few such adoptions have been successful are entirely untrue. In short, that trans-racial adoption should be considered a viable option for any child needing a substitute family.

Your reviewer is not alone in ignoring these, admittedly sensitive, issues. For several years the social work establishment has allowed almost any allegation about trans-racial adoption, however fatuous, to go uncontested. On the other hand, organizations of individuals who seek to inject some balance into the debate are described as "biased", "unhelpful" or worse.

As to your reviewer's inability to believe that any local authority could practice a ban on trans-racial adoptions, I would refer her to a policy document being debated by the British Association of Social Work. As reported in the *Journal Community Care*, it states that "no child should be adopted or fostered in the long term by a family of different racial and cultural origins". If the traditionally moderate, not to say bland, BASW can consider such a policy, then I doubt that extremist local authorities, race advisors to the fore, are likely to have any qualms about implementing it.

DAVID DALE  
24 Chiffel Avenue  
London SW2 4AZ.

## Saving the Classics

abandoned to the private sector. In 1978 the Reading Greek Course was published to fill the gap left by the demise of Greek in schools by aiming at the older student, and universities, already noticing that fewer and fewer applicants for Classics degree courses had previously studied Greek. It was welcomed with open arms.

In its style and aims *Reading Latin* is similar to *Reading Greek*. It plunges the student from the beginning into a two year intensive course of reading texts from Plautus to Ovid. A variety of written exercises into and from the Latin together with copious vocabulary and notes on items of grammar rapidly promote the student to a point where he is able to cope alone with the majority of Latin authors.

The course itself is in two volumes, one containing the grammar, vocabulary and exercises, the other containing the text. The whole course is clearly presented and well laid out and all Latin is marked with margins for ease of pronunciation. Maps, diagrams and photographs are in general abundance throughout the text and provide interesting and informative back-up material to the Latin under study.

familiarizes the student with certain grammatical terminology and concepts such as kernels and metaphrasing. These are essential learning to enable the student to study the course itself, without a knowledge of kernels and metaphrasing the student is lost. Each chapter deals with a specific grammatical point and illustrates it with examples from single line quotations lifted from Latin texts. The quotation is dissected and analysed word by word using the kernels and metaphrasing. Practice exercises follow and finally the student tests his understanding by translating a series of extensively glossed quotations which contain further examples of the grammatical point just studied.

The course is novel in its use of metaphrasing but resembles a continuous exercise in parsing with plenty of extra text to read by way of condensing Latin passages. Furthermore, the vocabulary specified for the student to learn amounts to little more than six words per chapter over 25 chapters; presumably there is an implicit assumption that vocabulary will be assimilated by the student during his study. *Reading Latin* deals with Latin grammar and no, and style is *Reading Latin* is a

from the Latin quotations, thereby making no demands on the student for any examination of the meaning behind the Latin, nor giving the student a rest from the seemingly unending quotations to be metaphrased.

*Teach Yourself Latin* wades through the intricacies and eccentricities of Latin grammar in the traditional manner of tables of noun declensions and verb paradigms with frequent exercises and revision exercises at the end of every third chapter. Particularly good is its visual clarity; the course highlights in darker print all important constructions and vocabulary, and the student who reads slowly, all vocabulary is marked with macros and is accentuated. A key to the exercises is also provided for the student. This course is eminently suitable for the dedicated student who needs to get to grips with Latin quickly.

Little visible change has been made to *Civis Romanus* and its companion *Minor*, both of which are again available in reprinted soft-back editions. *Civis Romanus* adopts a chronological approach to its textual reading passages, while *Minor* reinforces the student's understanding of the grammar with sentences for translation into Latin.

must have been hailed one of the best at getting students rapidly to a stage where they can make the transition from made-up to real Latin while at the same time providing for the student's interest.

Today, however, *Civis Romanus* compares none too well with the many more attractive courses available to classics teachers: its stories seem dry and unimaginative by comparison and one wonders whether the publishers could not have seen fit to remove, or at least to improve, the four photographic plates which are both blurred and in dull black and grey.

Now, when classics departments are even closing down following the departure of teaching staff to other schools or professions, it is time for all who are still propounding the virtues of a classical education to take stock and let publishers, examination boards, and education advisers, in fact everyone, know what sort of courses we want. If classics are to survive, or even to grow, they must be made to appeal to a wider range of student than at present.

Recently, much work has been carried out on the teaching of classics using computers and many programs are already in existence which are in the pipeline. Progress should not be ignored or feared but welcomed and made use of. Did not I read somewhere recently that the managing director of one of Britain's leading computer firms is a Classics graduate?

Paul Saunders

## BOOKS IN CLASS

## Easy as ACE

Aurally Coded English Spelling Dictionary. By David Moseley and Catherine Nicol. Learning Development Aids £4.50. 085 114 167.

Understanding Children Spelling. By Jennifer E. Barr. Scottish Council for Research in Education £3.25. 0 947833 12 9.

Irregular German verbs or the French subjunctive — anything appears easier than learning English spelling with all its idiosyncrasies and umpteen exceptions to the rule. The new *Aurally Coded English Spelling Dictionary* should help to make a difference.

Devised by a psychologist and head of a special needs department, the ACE is designed for all ages anxious to spell but never knowing quite where to start looking in a dictionary. That problem is now alleviated as words are considered according to a combination of sound and initial letter on a grid index divided into 16 different vowel sounds (plus illustrative figure) together with the complete alphabet. "Neighbour", for example, can be looked up on the grid from the "ai" sound (as in snail) and the letter "n" — the page reference for the correct spelling is given and so to success. Silent letters or quirky spellings be-

come less troublesome with constant cross-references (g/j, c/k, en/in, es/is, ph/f and so on), and potential difficulties with neutral vowels are avoided by words being located under different headings. (Thus "before" can be searched for from "be", "bi", or using the second syllable "or" sound.) The ACE also provides for regional differences ("bath" being found under both "cat" and "shark" vowel sounds) and a thistle sign is printed wherever Scottish pronunciation may require alternative page references.

Meanings to words are not given except for some homonyms and homophones as the book is aimed for use in conjunction with an ordinary dictionary. As a spelling guide it could be a tremendous confidence booster so long as instructions are carefully followed and readers are helped with phonetics, syllables and the alphabet. The grid needs a learner willing to explore and able to assimilate the process of thinking of the sounds made by "psychiatrist" or "thorough" and able to find the correctly spelt word (which may not be instantly recognizable). But it does work.

The ACE may not house all words in attempting to tackle over 200 different vowel spellings for 18 basic sounds, but it is a breakthrough book which grows with its reader.

## ENGLISH

As Jennifer Barr points out in *Understanding Children Spelling*, a concern for accuracy and achievement is vital, yet automatic, uninspiring rote-learning must be avoided.

This booklet offers an insight from research and case studies into the problems of slow spellers whose writing may appear careless and messy but who need constant help in a "complex psycholinguistic activity". Dr Barr balances theoretical analyses with practical advice by relating the improvement of spelling to "genuine, purposeful" writing. An extensive bibliography concludes an elucidative piece of work which is based on an educational psychologist's successful first-hand experience.

Jacqueline Fisher

## Poetry-wise

Start-Write. Edited by Morag Styles. Published by EARO, The Resource Centre, Back Hill, Ely, Cambridgeshire CB7 4DA. £4.95. 0 86361 037 4. (15 per cent discount on educational establishments.)

It would be good if A Certain Anthologist could spend some time with this book. He just might realize that children are being encouraged in schools to write with precision, power and self-discipline; and that those who Teach, Can.

This is demonstrably true in Cambridge, at any rate, on the evidence of this useful and encouraging book. Its editor, Morag Styles, is a name to trust in poetry teaching — her anthologies, *I Like That Stuff* and *You'll Love This Stuff*, are two of the best. *Start-Write* grew from the shared enthusiasms of an in-service course and the editor has woven together the work of infant and junior teachers, their children, and young participants. In her Saturday poetry club — the suggestions for initiating the writing of poetry are consequently classroom-tested and illustrated by children's poems. The book welcomes the reader — whether the student-teacher in search of good practice or the veteran looking for a re-charge — to an initial read-through for pleasure and instruc-

tion; then it becomes a ready reference for teaching poetry writing.

Morag Styles and her teachers are believers in a long-term approach rather than providers of instant tips for glittering one-offs. Children hear, enjoy and play with a wide range of poetry; they experiment with different forms; they work from direct experiences orchestrated by the teacher; their poems grow out of incidents and characters in stories and they draw on their idiosyncratic memories. Eventually, although still juniors, children may have a depth of background which enables them to craft poems at their own volition.

We are taken well beyond the gimmicky and far away from the deadening lists of good-words-you-might-like-to-use collected on the blackboard. These teacher-authors clearly respect each pupil's language and experience and show a thoughtful awareness that writing poetry is demanding yet peculiarly accessible to young children. The teachers' voices are unpretentious and often unashamedly excited; their advice is clear; and the children's poems are a refreshing incentive.

Geoff Fox

## First act

Drama in the English Classroom. By Ken Byron. Methuen £6.95. 0 416 38040 9.

When it comes to drama, many secondary English teachers are in the same position as that Molière character who did not realize that he had been speaking prose all his life. Purely by doing their job they will have been using elements of drama in their lessons — in debates and literature role-play perhaps — even if they have always thought shy of any active involvement with the subject.

It is to these non-specialists that Ken Byron addresses his book *Drama in the English Classroom*. Acknowledging that many will have a "noddling acquaintance with the theoretical prescriptions of Dorothy Heathcote, Brian Watkins, David Jackson and others, Byron takes these as his starting point. However, in direct contrast, his own book is anything but theoretical. It is true that every other chapter is a short homily on how it should be done, but these lively, practical essays are only included as running commentaries on an imaginary "Journal" which is the real heart of the book.

In his introductory chapter Byron, a drama adviser and tutor in Drama in Education at Leicester University, explains that he wrote this to reflect the experiences of his own students, seasoned English teachers who nevertheless have doubts about their ability to deliver drama lessons which will both work and give pupils something they could not pick up from "straight" English. It does. "Mike", his imaginary English teacher, agonizes long and hard before taking the plunge into drama with a second year lesson based on the beginning of Rosemary Sutcliffe's retelling of the Beowulf story, *Dragon Slayer*. It doesn't go too badly.

Not nearly as badly as some of his subsequent attempts — and he is lucky to have "Maggie", a more experienced colleague, on hand to give him some informal, in-service training.

Her comments on Mike's lesson notes and his own growing competence vividly convey Ken Byron's central point: that drama can exist on its own, not necessarily in story-form, and is far more than a glorified discussion. In passing, the *Journal* entries also contain, as well as the *Dragon Slayer* lesson plan, some copper-bottomed lesson plans. As the *Dragon Slayer* lesson plan shows, the book does delve into what constitutes English and how the subject can be enhanced by GCSE in view of this "new qualification" in view of the necessity of the necessary variety of activities within a closely monitored structure, the inherent interest of the four modes of English (reading, writing, speaking and listening) and the value of embracing all pupils' needs. As head of an English department, Jim Bennett is



Hiltcock's *North by Northwest* (1959), an illustration from *Insight* by Peter Chilver. The materials are designed for students preparing for GCSE and SCE examinations, and form part of the Stanley Thornes English Programme (Student's book £4.95, Teacher's book £3.25). To be reviewed.

## Course work

Teaching GCSE English. By Jim Bennett. Hodder and Stoughton £4.50. 0 340 40765 4.

For those who, finding themselves knee-deep in unit compilations or unhelpful assessment meetings, believe that GCSE — like Macduff — has been untimely ripped from the womb, Jim Bennett's book offers a little hope. GCSE may be causing departments administrative and organizational headaches but the author is concerned to reassure us that "the best of good practice in GCSE terms is already happening".

Teaching GCSE English, aimed at departments searching for a stable course, takes an enthusiastic look at good practice. The book delves into what constitutes English and how the subject can be enhanced by GCSE in view of this "new qualification" in view of the necessity of the necessary variety of activities within a closely monitored structure, the inherent interest of the four modes of English (reading, writing, speaking and listening) and the value of embracing all pupils' needs. As head of an English department, Jim Bennett is

Jacqueline Fisher

## Prospects

English Teaching and the New Technology: Into the 1990s. By Phil Moore. The National Association for the Teaching of English 50p inc p&p.

It is wonderfully refreshing to read an analysis of the possibilities of the micro in English teaching which is as sober, balanced and guardedly welcoming as this.

Arising from a seminar funded by the late and much lamented MEP, it sets out with great clarity current possibilities and future prospects in word processing, simulation and in-language handling. It embodies the NATE submission to the Department of Education and Science on the subject, and touches on issues such as access to microcomputers for the English department, initial training and in-service training, examinations and the over-riding need for the subsidization of a national body to co-ordinate local authorities' efforts.

Perhaps best of all, the elegance of the prose, lightened with an occasional pertinent metaphor, makes it clear that openness to information technology is by no means incompatible with the traditional values of the English specialist.

Audrey Laski

## CHILDREN'S LITERATURE

Memory. By Margaret Mahy. Dent £7.95. 0460 06269 7.

Was Jonny Dart responsible for his sister's death? Five years later he sets out one night to find the long-stranded friend who might have the answer, and drift in the deserted city encounters Sophie who enters unpromptedly, pushing a supermarket trolley. Sophie is old, and one of the claims advanced on behalf of this charming book is that it tackles the subject of senile dementia. Dementia is certainly one of its themes, but it cannot really be said to tackle any of them.

Sophie is no beg lady. Her benighted promenade with the trolley is never really explained, but little about Sophie can be explained. She lives in a fragmented past which Jonny reassembles gradually as the fragments emerge and he finds himself unable to walk as he lives in a world as he entered it. Sophie lives in a world where her cats, preyed on by an unscrupulous local jolt — a revenant from Jonny's own past — and in imminent danger of electrocution from various integrating appliances, relics of a more ordered existence. Jonny begins to re-establish order, cleaning up both the house and Sophie, and meanwhile getting his own act together. The book ends with the line: "... he knew the world's lucky ones", and there is an element of good fortune inspiring the whole enterprise. Sophie and her house are rather too easily cleaned up; Sophie herself, in spite of occasional bed-wetting, can be made presentable; the local heavies are routed; the lost friend turns out to be living next door; the Aged Citizens Council is waiting to take over where Jonny leaves off.

One ends murmuring waspily, "If only it was so simple." This is a book with great clarity current possibilities and future prospects in word processing, simulation and in-language handling. It embodies the NATE submission to the Department of Education and Science on the subject, and touches on issues such as access to microcomputers for the English department, initial training and in-service training, examinations and the over-riding need for the subsidization of a national body to co-ordinate local authorities' efforts.

Perhaps best of all, the elegance of the prose, lightened with an occasional pertinent metaphor, makes it clear that openness to information technology is by no means incompatible with the traditional values of the English specialist.

Jan Mark

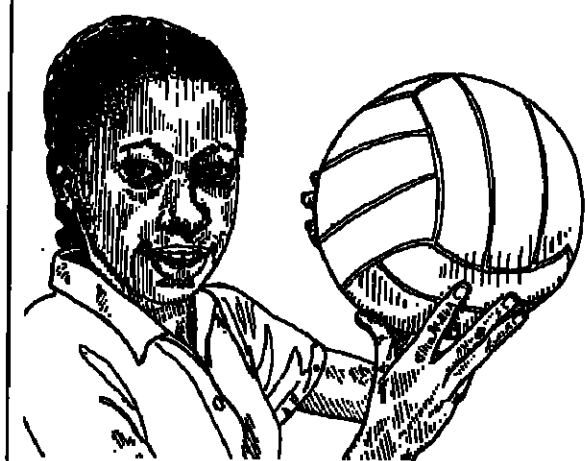
Valerie Bierman, children's organizer of the Edinburgh Book Festival and past national chairperson of the Federation of Children's Book Groups, is the winner of the 1987 Eleanor Farjeon Award presented annually by the Children's Book Circle for distinguished services to children and books.







## RESOURCES



## Colour in context

Stewart Brown reviews anti-racist materials

**Being White**  
Video pack from Albany Video in association with the Federation of Community Work Training Groups VHS, £40 to purchase, £12.65 to hire Albany Video Distribution, The Albany, Douglas Way, London SE1. Context Cards  
Five packs, £6 + p&p (£1.50 each), Centre for Multicultural Education, Rushey Mead Centre, Harrison Road, Leicester LE4 6RB.  
**Black Like Me**  
By Jocelyn Emma Maxime  
Two workbooks, £8.50 per set National Children's Bureau, 8 Wakley Street, London EC1V 7QE.

If you asked most black people in Britain to define the key factors in their own sense of identity, a consciousness of being "black" would feature in their answers. There are positive sides to that circumstance but the prejudice black people encounter from both the institutions of our society and many of the individuals who make it up is largely a consequence of their colour.

For most white Britons, however, their own colour is hardly an issue at all—they take it for granted that being white is the norm, that to be British means to be white and to be white means that you share a particular set of assumptions, a particular angle on history. This provocative, challenging and in some places chilling video package begins from that assumption and examines the implications of the arrogance behind it. By a powerful mixture of historical contextualization, startling visual juxtapositions and interviews with representatives of very different groups subsumed within the white coverall—women, Jews, Irish, working class—who are themselves victims of discrimination, the video demonstrates the warping of reality that our society's unconscious racism imposes on us all.

*Being White* is one of the most effective anti-racist resources I have come across, without preaching or lecturing, the force of its presentation undermines the amug security of white assumptions about history. It identifies racism as being more our problem than the black community's. As long as we,

as a society, persist in maintaining the shibboleths of Empire, the upstairs/downstairs perception of a world in which black people should "know their place", just as we, the sons and daughters of the "civilizers", the "natural rulers", know ours, then we can't progress towards becoming a real multicultural society and a really "advanced" nation.

The problem with anti-racist materials, however, is getting people to look at and think about them. In many "all white" schools, for instance, the suggestion that the staff ought to examine the extent of their own inherent racism would be considered both insulting and irrelevant. The material designers at Leicestershire Education Committee's Centre for Multicultural Education have obviously taken this problem on board. Their excellent sets of *Context Cards* are intended for in-service role-playing and discussion sessions. They are graded into primary and secondary sets and distinguish between the circumstances of "multi-ethnic" schools and "all-white" schools. They present practical, realistic situations which are likely to occur in most schools at some time or

another and their obvious relevance might well overcome teachers' natural resistance to being preached at. The "Instructions for Trainers" that accompany each pack stress that there are no correct answers but the mere discussion of such issues will "plant conceptual 'time-bombs' which start the participants thinking...".

Jocelyn Emma Maxime's *Black Like Me* workbooks, intended mainly for black seven to 12-year-olds, also aim to plant conceptual time bombs in the minds of their young readers—concepts that will counter the negative images that bombard black children and help them establish a firm sense of their own identity in this society.

The "Black Identity" workbook is a useful set of exercises to help the child sort out any confusions about his family's background and how they got here and the significance of their colour. Book 2, "Black Pioneers", is an excellent selection of short biographies of such figures as Marcus Garvey, Martin Luther King and Harriet Tubman as well as several figures who ought to be better known to all of us... do you know who the real McCoy was?

**RSPCA JUNIOR MEMBERSHIP DRIVE**  
In a bid to show children the possible dangers both to the animals and society of irresponsible pet ownership, the RSPCA has launched a drive to sign up youngsters by taking on 50 MSC sponsored project officers to visit schools, clubs and other youth groups to promote animal welfare.

The project is aimed at the seven to 13 age group and the hope is that by teaching them how to look after their own pets, children will be alerted to wider problems like the escalating number of strays, commercial over-production of pets and irresponsible breeding.

To book the services of project officers telephone 0532-625045.

**BRASSES AND RUBBINGS**  
A brasses and brass rubbings service for schools enables staff and pupils to make use of a large collection of full-scale facsimiles of original ancient brasses. Children will be given an introductory lecture explaining the purpose and manufacture of the memorials and their history and will then be given the chance to make their own rubbings. Teachers' notes and work sheets are provided.

Sessions last between one and a half and three hours and cost £1.75 per child. For further details contact Jim Bracken, 63 Castle Hey, Skelmersdale, Lancashire WN8 9DU.

**SLIPPED DISC DRIVE**  
The address which was given in a review of *The World of Motoring* teaching pack in the issue of April 24 was incorrect. Enquiries about the pack should be directed to: The Motor Industry Educational Service, PO Box 818, Birmingham B1 1EH.

## notes

# nuclear energy teaching aids

Educational materials available from the UK Atomic Energy Authority include teaching resource packs, videos, films, slide-tape packs, posters, computer software, a wide range of free publications and a monthly magazine.

For details please use the reply coupon below.

To UKAEA Education Service, Room 119, UK Atomic Energy Authority, 11, Charles II Street, London SW1Y 4QP. Please send me details of the educational materials available from the UKAEA.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
POSTCODE \_\_\_\_\_

## Building a better bicycle

Geoff Edwards on how to make a technological breakthrough

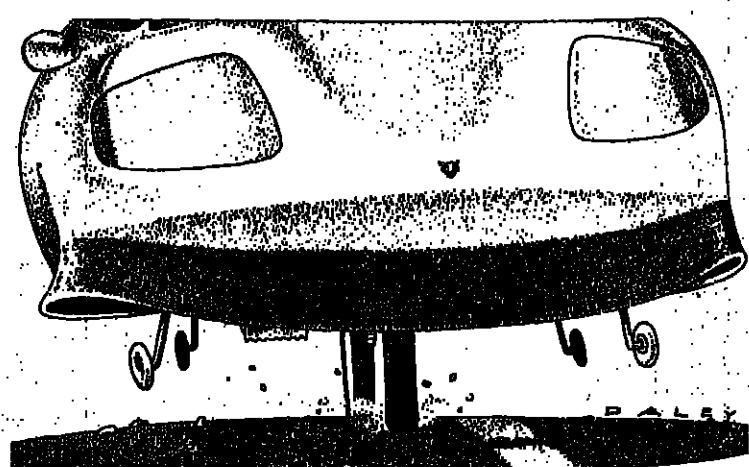
**Technology in Secondary Schools**  
Open University Study Pack (EPT 539)  
Guide to the pack; reader, *Exploring the Curriculum: Technology in Schools*; subject pack, *Focus on Design*; technical studies materials; audio tape and small straw and joint construction kit, £16.50  
Centre for Continuing Education, OU, PO Box 188, Milton Keynes MK7 6DH.

This pack is aimed at teachers who want to introduce technology into their teaching, and can be used within in-service provision. It is directed towards procedural, rather than detailed, aspects of technology, and the complexity of design of many products is well illustrated throughout.

All the elements follow a progression which is easily followed, with step by step instructions. Repeated assessment encourages the student to relate the course to a total experience rather than isolated episodes.

*Focus on Design* encourages the students to examine the process from the designer's standpoint, with support material often related to household or everyday items. They are encouraged to question all decisions as they strive to produce a successful design. Further examples follow, relating to specific techniques and management, that are characteristic of industrial production. Requirements of the products are reviewed with respect to safety, reliability and problems encountered in their design, and the need for experiment and testing is recognized.

The in-depth study of the bicycle builds on an introductory evolution dating from 1817. Later examples introduce the student to the relationship between major innovation and successful design in its setting. Students look at the "design process" from different points of view. Selection of the bicycle as an example is justified by the range of syllabuses, which are the happy product of the



injury, relationship between human factors and mechanical design, the role of legislation and economic and commercial interests.

The study then turns to two case studies, Peter Radnal and Andrew Hague. Their businesses are examined at each stage from design, production and marketing of a product. The student will quickly appreciate the complicated structure of a modern company and its transition as it responds to variations in demand and new technologies. The product is described by a series of common ground, each environment will present a special challenge, and most important of all, staff and pupils will have interests which influence their work.

So there will be a diversity of content and a variety of methods in use, but also a great deal of common ground, much of which is covered in this pack. This study is broad. This may be a problem but should foster cross-curricular work within the school. Barriers between individual subjects need to be broken down, there is a need to unlock curriculum content, liberate demands and curriculum organization. During the past five years or so there have been many appeals for schools to adapt their curricula and methods to meet the needs of a society which may again be in the throes of a revolution. I found the pack most stimulating and would have no hesitation in recommending it to any teacher developing technology in secondary schools.

## OFF AIR

INTERESTING STIRRINGS in the media studies camp, HMI have been visiting 40 schools, primary and secondary, to see how the subject is being tackled. At the moment they aren't committing themselves to a full report, but it's understood that they've been impressed with a lot of what they've seen. Meanwhile, the DES has released a small amount of money for continued regional work in the wake of the *Popular Television and Schoolchildren* report.

However, media education across the curriculum still has a long and difficult way ahead, despite the enthusiasm of some teachers for splitting up Media Studies and feeding it to the rest of the curriculum. At a recent conference organized by South East Arts, there was some scepticism about how the cross-curricular objective might be achieved. Under-resourcing, the need for more INSET, and suspicions from some about yet another cross-curricular initiative were regarded as the main stumbling blocks.

Nevertheless, the close interest of HMI is a good sign. John Taylor, an inspector with a special interest in Media Studies, talks about "a merger of analysis and practice" and looks forward to school-based INSET and the establishment of a media expert in every school, whose task it would be to service media education throughout the curriculum.

**EDUCATIONAL BROADCASTING** will be the subject of David Harding's speech to the Radio Festival '87 in Bristol on Thursday. Ironically, he's just left his job as head of BBC Radio's Continuing Education department, to take over as Head of Current Affairs Magazine Programmes, and at the moment there are no plans to replace him.

Off Air's special on May 1, that *Continuing Education* seems a likely victim of the impending frequencies re-organization, looks like coming true. CE's "Options" slots at the weekend are beginning to sound more and more like mainstream Radio 4. A good example is *Crime and Punishment*, the six-part about the workings of our criminal justice system and prison, pulled because of the General Election and now due to start July 19 (BBC Radio 4 VHF, 4pm).

HOW MUCH do British young people know about the Soviet Union or Russian young people about Britain? With the increasing interest in Russian rock and roll, the summer arts talks, and Glasnost in every other news bulletin, *From Russia with Love* (Radio 1 July 16, 7.30pm) should be an interesting listen.

Among items going out on both Radio 1 and Russian radio, Janice Long's report on a fab night out in Moscow, and Simon Mayo in Bristol explaining to young Russians what an Oxford shop is. But the main interest will be intercontinental conversations between young people, on subjects ranging from fashion to nuclear disarmament and crime to AIDS.

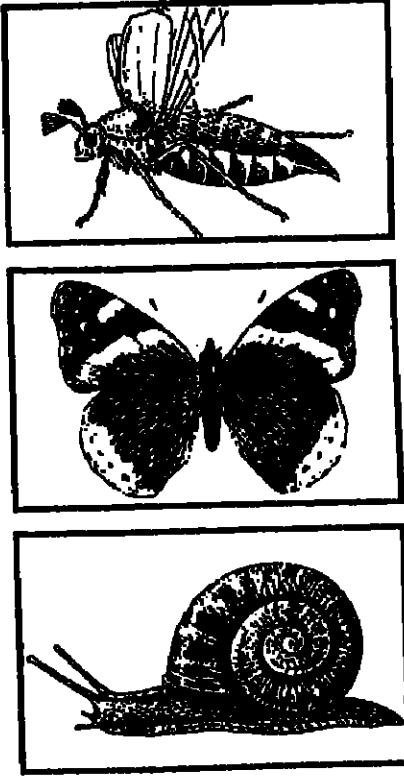
A recent row about Central TV's series for schools, *Starting Science*, Central were accused of errors of fact and uncritical use of words like "magic". Gadgets for sexing chickens and dowsing rods were much in evidence in the last of the 14-part series.

A small storm followed, the *Independent* newspaper accusing Central of not replying to a letter of complaint from the Association for Science Education. Central say they haven't received anything from ASE, but they have replied to letters from the Committee for the Scientific Investigation of Claims for the Paranormal.

Why a programme apparently so out of step with the rigorous scientific approach of the previous 137 Central programmes was intended to be open-ended, says children's curiosity, and that some of the practices in the programme can be scientifically tested. It was also a Central spokesman, "A bit of end-of-term fun."

Nick Baker

## MEDIA



## Merrily we crawl along

Chris Baines focuses on a family nature series

**Nature in Focus**  
Channel 4  
Sundays, 2 pm from July 12  
The series will be repeated in the autumn

*Nature in Focus* is an educational series for family viewing, and the idea of basing information around the activities of a young mum, Helen (Alison Steadman), her son Chris (Demetri Jagger) and his friends is a good one. The locations are beautiful, with the mountains of Snowdonia, fast-flowing tree-lined streams and still, reflective canals, helping to make the programmes pleasing to watch.

A great deal of technical information is packed into each 30-minute story and the topics are sensibly kept narrow—snails and slugs, for instance, moths or grasshoppers. Most of the time this tight focus helps keep the facts flowing clearly, but the programmes might have been improved by an

occasional sideways glance at the broader habitat. No normal family would chug for hours along a leafy canal, with heads down, studiously looking only at algae, liverworts and water snails. A moment or two of moonlight, or a dash of dragonfly would have both lightened and enriched the message.

The specialist close-up photography by David Spears is wonderful to watch. There is always a danger that such sophistication will make its subject remote, but this series very cleverly demonstrates practical ways in which simple ideas of placing snails on a window pane and watching them move along from the underside is brilliant.

For the really keen, there is an extremely good *Nature in Focus* kit (£29.95 including p&p complete with microscope, dipping net potter (for sucking up mini beasts) and collectors' boxes. The programmes show these being used, but we are not left feeling

that they are essential. One DIY idea which the children enjoy is an underwater bean tin glued into a plastic pot. For most families, a cardboard tube and cling film might have been rather more achievable, but the basic idea is suitably simple.

The programmes' weakness lies in the dramatization and characterization, and in the language, which is sometimes confusing. Chris and his friends are extremely convincing when they are simply responding to information and experiences, but there are one or two painful attempts to dramatize a conversation about a dragon legend (for example), which will leave most of their viewing peers pretty unconvinced. The difficult task which Helen faces, of pecking lots of facts into a concentrated half hour, makes her seem a rather bossy know-all much of the time—the kind of mum that would lose you your friends. A 10-year-old consultant-friend of mine who watched the "streams and bogs" programme

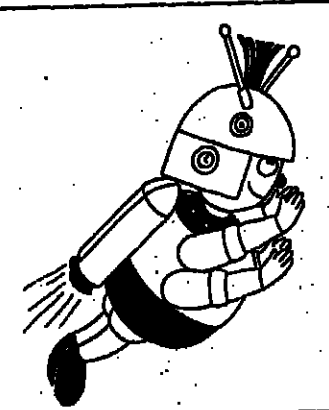
was rather sceptical of any mum as bossy as this one ever allowing her son and his friend to wander off on their own for an hour in the mountains, just minutes after describing the danger of the changing weather patterns and the risk of falling into deep bogs.

The language the children use is helpfully simple, as you might expect, but some of Alison Steadman's unscripted passages are confusing and misleading. Words such as "mucous", "exotic" and "differentiate" need explaining or avoiding, and the description of "nutrients leaching down to form an iron bog" will conjure up some bizarre images.

This series should be welcomed as a very good attempt to present detailed technical science in an entertaining, family viewing way. The back-up leaflet could do more to help overcome the language problems, but I am sure that the programmes will act as a stimulus for many families to get out and look for themselves. That, in the end, is where the real lessons are learned.

Wendy Body

## Alien



**SCHOOL RADIO**  
Talk to Me  
Radio 4 VHF, Summer Term  
Six 10-minute programmes now available as two programmes per cassette £5; complete set £15, from BBC School Radio Cassette Service, Centre for Educational Technology, Civic Centre, Mold, Clwyd CH7 1YA.

The aim of the BBC's *Talk to Me* broadcasts was to introduce older infants to some aspects of basic language structure, the use of language when we talk to each other and how sounds and words can be used for different purposes. Each programme had a similar format, of five-minute story followed by a 10-minute discussion and the programme song *Talking*. These are all available now on one cassette.

Antia Hewett's stories all concern

an endearing creature from another planet who makes a home with Dooby, Chris and their gran. Not unnaturally, the creature doesn't speak English and the stories describe how he learns the language of his new friends. Gran says that, as they don't know what his name is, they can call him Love or Dear, "that'll do for now". And so he becomes the Doofernow or "Dooby".

Gran is obviously an unflappable soul; neither she nor the children are the slightest bit put out at finding an alien on the doorstep. Teachers, too, appear equally unflappable. Miss Hamilton doesn't turn a hair when Dooby arrives at school. She even has the presence of mind to coax him down from a cupboard with a toffee after he has flown there in disgust having drunk the paint water!

The stories are simple yet fun, and the ensuing discussion between Gran,

the two children and Tim the presenter, (whose voice is exceptionally easy on the ear) make important points in an interesting way. The comparisons made between Dooby's growing language competence and that of a small child are something that all infants, especially those with younger siblings, can relate to.

The teachers' notes are clear and detailed with lots of helpful suggestions for follow-up work (including how to break the code of Dooby's own language). The pamphlet also contains six copyable pages of puzzles for children—fairly basic but nicely presented.

I enjoyed these programmes and would recommend paying £15 for a set of cassettes if you missed the broadcasts. New programmes will be broadcast in the summer term of 1988.

Wendy Body

## Opportunities

"crisis" in management training, and so on. The tone is up-beat and listeners will not find it difficult to believe that they can benefit.

Programme one is varied in content and features the Manchester Open College. Federation, discussion of education guidance services and business management courses at Hands-on: all interesting stuff. But how open and relevant is adult education as a whole?

The professionals put the problem down to money and no one would deny its importance. However, as adult provision is still the poor relation of the education system, a sideways glance at

attitudes might have sounded a realistic note.

A series such as *On Course* must tread the difficult path between motivating and stimulating adults to take up the opportunities that do exist (and are increasing), while not creating disappointment by implying that everything in the mature student's garden is coming up roses. A touch of campaigning zeal to encourage adult learners to bang on doors if they don't find what they want, might not have gone amiss. However, in illustrating what can and does go on, and in boosting the confidence of adult learners, *On Course* should prove valuable to the general audience. It may even give the less responsive parts of the education system something to think about.

Jean Sargeant



# Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

## Appointments vacant

### Nursery Education

Other Appointments 30

### Primary Education

Headships 30

Deputy Headships Senior Masters/Mistresses 32

Heads of Department 33

Scale 2 Posts 33

Scale 1 Posts 33

Remedial and Special Needs Teaching Posts 37

### Middle School Education

Headships 37

Mathematics 37

Music 37

Physical Education 37

Other than by Subjects 37

### Secondary Education

Headships 37

Deputy Headships Senior Masters/Mistresses 38

Remedial and Special Needs Teaching Posts 38

Art and Design 39

Careers 40

Commercial Subjects 40

Computer Studies 40

Craft Design & Technology 40

Economics & Business Studies 40

English 40

Geography	44	Art and Design	56
History	44	Computer Studies	56
Home Economics	44	Craft Design & Technology	56
Humanities	45	Economics & Business Studies	56
Mathematics	45	English	56
Modern Languages	47	History	56
Multicultural Education	48	Home Economics	56
Music	48	Mathematics	56
Pastoral	48	Modern Languages	56
Physical Education	48	Music	56
Religious Education	50	Pastoral	56
Science	50	Physical Education	56
Speech and Drama	53	Religious Education	56
Other than by Subjects	53	Science	56
		Social Studies	57
		Other than by Subjects	57

### Sixth Form Colleges

Heads of Department 54

Scale 1 Posts 54

Preparatory Schools

Headships 57

Deputy Headships Senior Masters/Mistresses 57

Classics 57

Geography 57

History 57

Mathematics 57

Modern Languages 57

Music 57

Physical Education 57

Other than by Subjects 57

### Independent Schools

Headships 55

Deputy Headships Senior Masters/Mistresses 55

Remedial and Special Needs Teaching Posts 56

Appointments in Scotland 54

Colleges and Departments of Art	69	Examiners	69
Heads of Department	62	Miscellaneous	69, 71, 71
Other Appointments	62	Peripatetic Posts	69
Polytechnics	62	Outdoor Education	71
Other Appointments	62	English as a Foreign Language	70
Research Posts	62	English as a Second Language	71
Colleges of Higher Education	62	Appointments Wanted	71
Other Appointments	62	Educational Courses	6 and 71
Adult Education	63	Properties for Sale and Wanted	71
Community Homes and Associated Institutes	63	Business Opportunities	71
Other Appointments	63		
Youth and Community Service	63		
Overseas Appointments	64		

### Colleges of Higher Education

Other Appointments 62

Adult Education 63

Community Homes and Associated Institutes 63

Other Appointments 63

Youth and Community Service 63

Overseas Appointments 64

Administration 67

Local Education Authority 67

Administration General 68

Educational Psychologists 69

Please address classified advertisements to:  
John Ladbroke, The Advertisement Manager,  
The Times Educational Supplement, Priory House,  
St John's Lane, London EC1M 4BX.  
Classified Advertisement Rates:  
Single Column £2.25 per line (min. 3 lines).  
Classified Display £12.00 per s.c.o. (min. 9.5cm x 2 cols £24.00).  
Box number facility £5.00.  
All rates are exclusive of V.A.T.  
Copy deadline (space permitting) Monday preceding Friday of publication.  
Cancellation deadline 10.30am Tuesday preceding Friday of publication.  
All advertisements are published subject to the Terms and Conditions Times Newspapers Ltd. (available on request).

## Nursery Education

### Other Appointments

### BEDFORDSHIRE

EDUCATION SERVICE

DEPUTY HEAD OF INFANT

SCHOOL, 24-25, Bedford

Required for September

1987 or as soon as possible thereafter.

Applications obtainable from the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

## LIVERPOOL

EDUCATION DEPARTMENT

NURSERY TEACHER

Scale 1

WELLSBOURNE CP

INFANT SCHOOL, 15

Wellsbourne Road,

Liverpool L11 3AG

Required for September

1987 or as soon as possible thereafter.

Applications obtainable from the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

## BUCKINGHAMSHIRE

EDUCATION SERVICE

DEPUTY HEAD OF INFANT

SCHOOL, 24-25, Bedford

Required for September

1987 or as soon as possible thereafter.

Applications obtainable from the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

## Primary School

Education

Headships

Scale 1

WELLSBOURNE CP

INFANT SCHOOL, 15

Wellsbourne Road,

Liverpool L11 3AG

Required for September

1987 or as soon as possible thereafter.

Applications obtainable from the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

## LINCOLNSHIRE

EDUCATION SERVICE

DEPUTY HEAD OF INFANT

SCHOOL, 24-25, Bedford

Required for September

1987 or as soon as possible thereafter.

Applications obtainable from the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford

or by post to the

Director of Education, 14

St Thomas Street, Bedford



# PRIMARY HEADTEACHERS continued

## PRIMARY EDUCATION HEADSHIPS

WINCHCOMBE COUNTY JUNIOR SCHOOL  
Back Lane, Winchcombe, Cheltenham.  
(175 on roll, 7-11 years)

**HEAD TEACHER (Group 4)**

Required 1st January 1988

Forms and further details from Chief Education Officer (Ref. 161), Shire Hall, Gloucester GL1 2TP (enclose SAE). Closing date: 24th July 1987.

Re-advertisement - previous applicants will be reconsidered.

**REDMARLEY C. OF E. (CONTROLLED) PRIMARY SCHOOL**  
Gloucester. (35 on roll, 5-11 years).

**HEAD TEACHER (Group 2)**

Required 1st January 1988.

Forms and further details from Chief Education Officer (Ref. 161), Shire Hall, Gloucester GL1 2TP (enclose SAE). Closing date: 24th July 1987.

## SCALE 2 POSTS

**KINGSDOWN C. OF E. (CONTROLLED) PRIMARY SCHOOL**  
Quinlan Street, Gloucester GL1 3BN. (350 on roll).

## TEACHER

Qualified teacher required September. Responsible for Music throughout the school with class responsibility in the Junior age. Letters of application enclosing full c.v. to Head Teacher as soon as possible (SAE please).

## SCALE 1 POSTS

**ELWOOD C.P. SCHOOL**  
Elwood, Nr. Coleford, Glos. GL16 7LY. (100 on roll).

## INFANT TEACHER

Experienced infant teacher required for September with an enthusiasm for the early years in a team teaching situation. Letter of application with SAE to the Head Teacher.

## HERON PRIMARY SCHOOL

Heron Way, Abneydale, Gloucester GL4 9BN. (400 on roll).

## TEACHER

Scale 1 (M.P.G.) qualified junior teacher. Due to expansion of school an additional keen and enthusiastic teacher required to work with 4th year juniors. The school has excellent facilities and the post offers tremendous scope for the teacher interested in furthering their professional expertise within a co-operative teaching environment.

Apply by letter enclosing full c.v. to Head Teacher as soon as possible (SAE please). Visits to school can be arranged.

## QUEEN MARGARET C.P. SCHOOL

York Road, Tewkesbury GL20 5HU. Tel: Tewkesbury 282198.

## TEACHER

Enthusiastic qualified teacher required from September initially to teach middle infant class. Letters of application enclosing full c.v. to Head Teacher as soon as possible (SAE please).

**SHIRE HALL, WESTDALE STREET, GLOUCESTER GL1 2TP.**

## FULL-TIME PERIPATETIC VIOLIN/VIOLA TEACHER

Required for September 1987 (a one year appointment). A Scale 2 post is available for a suitably qualified and experienced applicant. The successful candidate is to work in the mid to south region of Gloucestershire. Part-time teachers may also be considered on an hourly rate. Travelling expenses will be paid at County Council rates.

Apply by letter to Mr. R. Ling, Senior Instrumental Teacher, Education Department, from whom further particulars are available.

Gloucestershire County Council

## Shropshire Education Committee Equal Opportunities Employer

## PRIMARY HEADSHIP READVERTISEMENT

Applications are invited for the following post with effect from 1st January 1988. (Previous applicants need not reapply).

Orleton Lane County Infants, Wallington. Group 3

Application forms and further particulars available from the undersigned (SAE essential, at least 9 x 6). Closing date 24th July 1987.

J. Boyers, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury.

**Shropshire County Council**

## Deputy Headships Second Masters/ Mistresses

## BERKSHIRE

**ST. MARY'S RC (J.M.) SCHOOL**  
Cockham Road, Maidenhead SL6 7EG

Required for September 1987 or January 1988 a Deputy Headteacher/Group 4. Must be a practising Roman Catholic and be well qualified and experienced in Primary Practices. Applicants should preferably hold the C.T.C. and should be enthusiastic leader well able to motivate staff.

Apply to the Headteacher for further details and form. Closing date 27 July 1987. An Equal Opportunity Employer. (177151) 110012

## CROYDON

LONDON BOROUGH OF CROYDON

## EDUCATION COMMITTEE

**CASTLE HILL INFANTS' SCHOOL**  
Dunley Drive, New Addington, Croydon CRO 9DQ

Tel: Lodge Hill (0689) 4002

## DEPUTY HEADSHIP

Applications are invited from enthusiastic and flexible teachers with wide experience throughout the infant age range. The appointed person will be expected to take a significant part in management and curriculum development.

Applicants should enclose a statement of their educational philosophy, and their approach to the development of children's language.

Please telephone the Head Teacher and visit the school to arrange a visit.

Salary: Deputy Head Group 4 plus London weighting.

Tenable: January 1988.

Closing date for application 24th July. (11088) 110012

## CROYDON

LONDON BOROUGH OF CROYDON

## EDUCATION COMMITTEE

**COULSDON C.P. PRIMARY SCHOOL**  
Bradmore Green, Old Coulsdon, Surrey CR3 1ED

Tel: Downland (07878) 4002

## DEPUTY HEAD TEACHER

Applicants should be qualified and experienced teachers and preferably assistant members of the Church of England. Initially they will be required to take a class of second and third year juniors and should be imaginative, creative and enthusiastic.

The school enjoys strong parental support and a close liaison with the Parish Church of St. John.

Please apply to: Rev. John Williams, Secretary, 238 Coulsdon Road, Coulsdon, Surrey CR3 1ED.

Salary: Deputy Head Group 4 Plus London weighting.

Tenable: January 1988.

Closing date for application 24th July. (11087) 110012

## CUMBRIA

**CROFTLANDS INFANT SCHOOL**  
Oakwood Drive, Ulverston. LA12 5LJ

(County mixed 4-7 N.O.R.)

Required for January 1988, a deputy qualified and experienced teacher for the Deputy Headship of this Group 4 school. The successful candidate will share in the management of the school and a staff development programme in music and computer studies would be an advantage.

Application forms and further details from the Director of Education, 5 Portland Square, Carlisle, CA1 1PU (enclose SAE, returnable to the Head by the 24.7.87. (17551) 110012

## DORSET

**LADY ST. MARY'S RC SCHOOL**  
St. Mary's Road, Wareham

Required for 1 January 1988. Application forms, returnable to the Headteacher by 27 July from the Education Officer, County Hall, Dorchester, Dorset, DT1 1AA (enclose cap aet). (17746) 110012

## ESSEX

**WHITE BRIDGE INFANT SCHOOL**  
Greensted Road, Loughton, IG10 3DN

Tel: 01-308 8624 (Roll-130)

## DEPUTY HEAD GROUP 3

Experienced and enthusiastic teacher able to take leadership in curriculum development and school management. They should be interested in inter-school co-operation. At present Group 3 but on current information should become Group 4. Details and application form from Area Education Office, St. John's School, Spinn, CM16 5BB on receipt of SAE. Closing date: 20th July 1987. (35585) 110012

## HAMPSHIRE

**THE BALKS BURY COUNTY JUNIOR SCHOOL**  
Floral Way, Salisbury, Wiltshire. SP10 3QP

Required January 1988

Applicants should possess an energetic and creative approach to both management and curriculum development. They should be committed to Primary Education and have a wide teaching experience within the primary age range.

Visits from prospective candidates are welcomed.

Tel: Andover 5262

Application forms job description and further details available from Headteacher.

Salary: Deputy Head Group 4. A policy of equality of opportunity. Applications particularly welcomed from people with disabilities. (17517) 110012

## LINCOLNSHIRE

**ST. MARY'S RC PRIMARY SCHOOL**  
Sandon Road, Grantham NG31 9AX

Group 3 - Roll 137

DEPUTY HEADTEACHER required for January 1988 for a full-time post. Details available from the Headteacher for form and details. Closing date 24 July 1987. (17518) 110012

## Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

## Primary Education

## HEADTEACHER POST LANGLEY FITZURE C.E. (CONTROLLED) PRIMARY SCHOOL, KINGTON LANGLEY, Nr. CHIPPENHAM. SN15 1NN.

**GROUP 2**

A Head Teacher is required from January 1988 following the appointment of Mr. P. Sowrey to another post within the County. The school is situated in very attractive surroundings a few miles from the M4 motorway. The Governors seek an experienced and enthusiastic teacher, who will develop both the healthy links the school has with the community and also its varied special interests, including sport and music.

Application forms and further details from the Chief Education Officer, (Ref. ST/171) Education Department, County Hall, Bythes Road, Trowbridge, Wiltshire. The closing date is the 18th September, 1987.

**DEPUTY HEADTEACHER POST  
ST. MICHAEL'S PRIMARY SCHOOL,  
QUEENSWAY, MELKSHAM, SN12 6LS.**

**GROUP 6**

**HEAD TEACHER: Mr. A. Folker**

Required from January, 1988 an experienced, effective and hard working Teacher, for the Deputy Head post with duties from the promotion of the present post holder. Full details and application forms (Large SAE please), available from the Head Teacher and returnable as soon as possible.

**SCALE 1 POST  
WILTSHIRE PRIMARY SCALE 1 POST  
MALMESBURY PRIMARY SCHOOL, TET-  
BURY HILL, MALMESBURY WILTSHIRE.**

**GROUP 5**

Permanent Scale 1 Teacher for younger children required for January. Carrying enthusiastic and imaginative teacher to join lively team committed to child-centred learning based on direct experience of children.

Application Form and further details from (SAE please) from and returnable from the Head Teacher by the 18th September 1987.

**SPECIAL EDUCATION  
THAMESDOWN PORTAGE PROJECT  
ASSISTANT PORTAGE WORKER**

Salary Scale 1 (£7,011 - £11,183 per annum), plus Special Allowance (£927 per annum), or pro rata.

The Thamesdown Portage Project is based in Central London and has been set up under a DES Education Support Grant, and is funded until 31st March, 1989.

Applications are invited from Qualified Teachers to work within the Project Team which offers a weekly teaching service to families in Thamesdown with pre-school children with special needs. The Team is currently developing inter-school liaison and parent support group.

Application form and further details (SAE please), from and returnable to the Chief Education Officer, (Ref. ST/171) County Hall, Trowbridge, Wiltshire, BA14 8JB, by 24th July 1987. (Tel. Trowbridge 02214 3841 Ext. 2480).

**Lancashire County Council**

An Equal Opportunities Employer welcoming applications from all sections of the community.

The following are required for 1st January, 1988 and the closing date is 23rd July, 1987.

For application forms and addresses to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ.

**COUNTY SCHOOL**

**SKELMERSDALE BEACON SPECIAL**

**DEPUTY HEAD - GROUP 5 (S)**

**VOLUNTARY AIDED SCHOOL**

**BLACKBURN ST ANNE'S RC (AIDED)**

**HEADTEACHER - GROUP 4 -**

Practising Catholic preferred

## PRIMARY DEPUTY HEADSHIPS

continued

## LIVERPOOL

**EDUCATION DEPARTMENT**

**DEPUTY HEAD TEACHER**

Group 4 £12,126 - £13,500

**ALDERWOOD C.P. J.M. SCHOOL**  
Alderwood Avenue, Liverpool L24 2UE

(PD + SP)

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DUPTON HEAD TEACHER**

Group 4 £12,126 - £13,500

**WELLSBOROUGH C.P. INFANT SCHOOL (SP)**  
Wellsborough Road, Liverpool L11 3AG

When apply please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112

**ST. OSWALD'S RC INFANT SCHOOL**  
St. Oswald Street, Liverpool L13 5TE

When applying please quote P & M 6813. Applications to be sent to the Director of Education.

**DEPUTY HEAD TEACHER**

Group 5 £12,843 - £14,112



## Barking & Dagenham

LONDON BOROUGH

### APPOINTMENT OF NEWLY QUALIFIED TEACHERS

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- 100% removal expenses to teachers moving to the area to take up permanent appointments.
- special consideration for temporary Council accommodation (for up to a year).
- £1216 per annum Inner London Allowance.

Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (S.A.E.). Applications should be made as soon as possible.

An equal opportunity employer.

### Experienced Teachers & College Leavers

The Authority has a number of vacancies in its Primary Schools. Applications welcome from both experienced teachers and College leavers.

Application forms available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN.

**Bexley** London Borough

#### PRIMARY EDUCATION continued

**KIRKLEES**  
METROPOLITAN COUNCIL  
Rd. 1014  
2a above (S.S.654) 110020

**NEWHAM**  
LONDON BOROUGH OF  
SANDRINGHAM INFANT SCHOOL  
Sandringham Road, London, E11 3SD  
Head Teacher: Mrs. A. C. J. Dent  
Tel: 01-510 7511  
Number on roll: 266 + 60  
Part-time Nursery places  
LANGUAGE CO-ORDINATOR  
Scale 1 or 2  
Required for September 1987 or as soon as possible thereafter.  
An experienced infant teacher required to co-ordinate all aspects of the curriculum. Must be able to lead staff in this role. An interest in Multi-cultural education is essential.  
London Allowance £1,215 plus Inner London Allowance.  
Application forms (S.A.E. please) available from the Director of Education to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110020)

#### Scale 1 Posts

**BEDFORDSHIRE**  
EDUCATION SERVICE  
BEECH HILL COMMUNITY  
UNION SCHOOL  
Dunstable Road, Luton, Beds. Tel: 428440  
Required for September 1987 a teacher of Juniors to help develop this new school in the Luton area. A commitment to the development of the school is essential.  
Application forms available from and returnable to the Headmistress, S.A.E. please. Bedfordshire is an Equal Opportunity Employer. (38553) 110022

**BERKSHIRE**  
ST. GEORGE'S RC COMBINED SCHOOL  
NOR: 244  
Required for September 1987 a full-time teacher (Scale 1 or 2) of general subjects for 5 or 6 year olds. Ample opportunity for professional development and contribution to the formation of a new combined school. Modern, well equipped building on quiet residential street. Telephone Headteacher for further details and application form.  
Closing date 24 July 1987. Enquiries to the Headteacher or to the Director of Education for reimbursement of lodging and removal expenses. S.A.E. please. An Equal Opportunity Employer. (17117) 110022

**BROMLEY**  
MALCOLM PRIMARY SCHOOL  
Malcolm Road, Oakfield Road, Bexley SE20 8AL  
Tel: 01-613 7414  
For 24th October 1987, a temporary full-time assistant teacher for the duration of a teacher's maternity leave. Please telephone the Headteacher at the school for details and application form. Closing date 17th July. 110022

**BUCKINGHAMSHIRE**  
MILTON BOROUGH  
ST. FIDELIS' R.C. PRIMARY SCHOOL  
Fidelis Road, Erith, Kent Tel: 01-510 7511  
Required for January 1987, a versatile and enthusiastic Catholic teacher for a small class of reception children. Visits to the school welcome.  
Application forms and further details are available from the Headteacher (S.A.E. please) to whom completed forms should be returned.  
ST. JOHN FISHER R.C. PRIMARY SCHOOL  
Kale Road, Thamesmead, Erith, Kent DA18 4BA  
Tel: 01-510 7511  
Required for 1 September, 1987 two Scale 1 posts:  
1) Full-time permanent infant teacher required for Reception class.  
2) Full-time permanent joined teacher. Interests: Music, Art, Science, PE, etc. Visits to the School welcome.  
Application forms and further details are available from the Headteacher (S.A.E. please) to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110022)

**BUCKINGHAMSHIRE**  
MARLOW C.E. FIRST SCHOOL  
Sandringham Road, Marlow SL7 3AZ  
Headteacher: Miss L.M. Hennessey-Law NOR: 204  
Required for September, a class teacher to teach through-out the school. Ability to play the piano desirable. Part-time member of the Church of England. Applications should be sent to the Headteacher (S.A.E. please) to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110022)

**BROMLEY**  
FARNBOROUGH PRIMARY SCHOOL  
Starts Hill Road, Bromley Kent BR6 7AS  
Tel: 0689 83385  
For September 1987 or January 1988, an experienced and enthusiastic infant teacher, Scale 1 (or equivalent).  
A willingness to be involved in the whole life of the school and a strong interest in curriculum development is essential.  
Details/application forms from and returnable to the Headteacher (please phone) by 17th July, 1987. 110022

**BUCKINGHAMSHIRE**  
COUNCIL COUNCIL  
Equal Opportunity Employer  
BEACONSFIELD/CHILTERN AREAS  
Council Offices, King George V Road, Beaconsfield, Bucks. HP9 1NU  
Required for September 1987, a full-time teacher for 5 and 6 year olds in this multi-cultural school. Ability to play the piano an advantage.  
Application forms and further details available from the Headteacher (S.A.E. please) to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110022)

**BUCKINGHAMSHIRE**  
WIDMER AND COUNTY COMBINED SCHOOL  
Widmer End, High Wycombe, Bucks. HP12 3JQ  
Required for September, a full-time teacher for 5 and 6 year olds. Ability to play the piano an advantage.  
Application forms and further details available from the Headteacher (S.A.E. please) to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110022)

**BUCKINGHAMSHIRE**  
NEWLYN PLACE COUNTRY FIRST SCHOOL  
Newlyn Place, Farnham, Surrey GU10 1PL  
Headteacher: Mrs. C. M. M. Scott  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**BUCKINGHAMSHIRE**  
MARLOW C.E. FIRST SCHOOL  
Sandringham Road, Marlow SL7 3AZ  
Headteacher: Miss L.M. Hennessey-Law NOR: 204  
Required for September, a class teacher to teach through-out the school. Ability to play the piano desirable. Part-time member of the Church of England. Applications should be sent to the Headteacher (S.A.E. please) to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110022)

**BUCKINGHAMSHIRE**  
GREEN STREET COUNTRY FIRST SCHOOL  
Green Street, High Wycombe, Bucks.  
Headteacher: Mrs S.O.S. Addison NOR: 137  
Required for September, a full-time teacher for 5 and 6 year olds in this multi-cultural school. Ability to play the piano an advantage.  
Application forms and further details available from the Headteacher (S.A.E. please) to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110022)

**BUCKINGHAMSHIRE**  
COUNCIL COUNCIL  
Equal Opportunity Employer  
BEACONSFIELD/CHILTERN AREAS  
Council Offices, King George V Road, Beaconsfield, Bucks. HP9 1NU  
Required for September 1987, a full-time teacher for 5 and 6 year olds in this multi-cultural school. Ability to play the piano an advantage.  
Application forms and further details available from the Headteacher (S.A.E. please) to whom completed forms should be returned by 17.7.87. Education Offices, 100 Victoria Street, Stratford, E15 4RD.  
An Equal Opportunity Employer. (110022)

**CHESHIRE**  
EDUCATION COMMITTEE  
MACCLESFIELD DISTRICT  
BOLLINGTON ST. JOHN'S CEATED PRIMARY SCHOOL  
Grimshaw Lane, Bollington, Cheshire, Macclesfield  
Tel: Bollington 72055  
Required for September 1987.  
SCALE 1 - TEACHER FOR JUNIORS, MUSIC ESSENTIAL.  
MARLBOROUGH COUNTRY FIRST SCHOOL  
Tythington Drive, Macclesfield  
Tel: Macclesfield 23358  
Required for September 1987.  
SCALE 1 - TEACHER FOR JUNIORS, MUSIC ESSENTIAL.  
ASB GROVE COUNTRY FIRST SCHOOL  
Moss Estate, Macclesfield  
Tel: Macclesfield 23358  
Required for September 1987.

**CHESHIRE**  
EDUCATION COMMITTEE  
MACCLESFIELD DISTRICT  
BOLLINGTON ST. JOHN'S CEATED PRIMARY SCHOOL  
Grimshaw Lane, Bollington, Cheshire, Macclesfield  
Tel: Bollington 72055  
Required for September 1987.  
SCALE 1 - TEACHER FOR JUNIORS, MUSIC ESSENTIAL.  
MARLBOROUGH COUNTRY FIRST SCHOOL  
Tythington Drive, Macclesfield  
Tel: Macclesfield 23358  
Required for September 1987.  
SCALE 1 - TEACHER FOR JUNIORS, MUSIC ESSENTIAL.  
ASB GROVE COUNTRY FIRST SCHOOL  
Moss Estate, Macclesfield  
Tel: Macclesfield 23358  
Required for September 1987.

#### COUNTRY

**ART IN THE PRIMARY SCHOOL**  
A one day conference for primary teachers to be held on Saturday, 10th October 1987.  
Director and tutor: John Lancaster (lecturer/writer/teacher).  
Details and application forms available from the Service Office, Institute of Education, University of Warwick, Coventry CV4 7AL. (38803) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

**CHROYDON**  
LONDON BOROUGH OF  
EDUCATION COMMITTEE  
CYPRESS JUNIOR MIDDLE SCHOOL  
Cypress Road, London SE25 4AU  
Tel: 01-863 6618  
A creative teacher required who will work with dedicated and motivated pupils. Probationary welcome.  
Please apply directly to the Head Teacher as soon as possible.  
Salary: Scale 1.  
Canebliss 1987. (38899) 110022

#### ENFIELD

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD L.A. ST. ANNE'S C OF E PRIMARY SCHOOL  
Bathmore Avenue, London, N9 8RS  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD L.A. ST. ANNE'S C OF E PRIMARY SCHOOL  
Bathmore Avenue, London, N9 8RS  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD L.A. ST. ANNE'S C OF E PRIMARY SCHOOL  
Bathmore Avenue, London, N9 8RS  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD L.A. ST. ANNE'S C OF E PRIMARY SCHOOL  
Bathmore Avenue, London, N9 8RS  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD L.A. ST. ANNE'S C OF E PRIMARY SCHOOL  
Bathmore Avenue, London, N9 8RS  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD L.A. ST. ANNE'S C OF E PRIMARY SCHOOL  
Bathmore Avenue, London, N9 8RS  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**ENFIELD**  
LONDON BOROUGH OF  
ENFIELD L.A. ST. ANNE'S C OF E PRIMARY SCHOOL  
Bathmore Avenue, London, N9 8RS  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

#### GLoucestershire

**GLoucestershire**  
Please see page advertisement on page 35. 110022

**GLoucestershire**  
Please see page advertisement on page 35. 110022

**GLoucestershire**  
Please see page advertisement on page 35. 110022

**GLoucestershire**  
Please see page advertisement on page 35. 110022

**GLoucestershire**  
Please see page advertisement on page 35. 110022

**GLoucestershire**  
Please see page advertisement on page 35. 110022

**GLoucestershire**  
Please see page advertisement on page 35. 110022

#### HARROGEY

**HARROGEY**  
LANDS PARK INFANT SCHOOL  
St. Ann's Road, London N15 3YD  
Tel: 01-800 2322  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARROGEY**  
LANDS PARK INFANT SCHOOL  
St. Ann's Road, London N15 3YD  
Tel: 01-800 2322  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARROGEY**  
LANDS PARK INFANT SCHOOL  
St. Ann's Road, London N15 3YD  
Tel: 01-800 2322  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARROGEY**  
LANDS PARK INFANT SCHOOL  
St. Ann's Road, London N15 3YD  
Tel: 01-800 2322  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARROGEY**  
LANDS PARK INFANT SCHOOL  
St. Ann's Road, London N15 3YD  
Tel: 01-800 2322  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARROGEY**  
LANDS PARK INFANT SCHOOL  
St. Ann's Road, London N15 3YD  
Tel: 01-800 2322  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARROGEY**  
LANDS PARK INFANT SCHOOL  
St. Ann's Road, London N15 3YD  
Tel: 01-800 2322  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

#### HARTFORDSHIRE

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

#### HARTFORDSHIRE

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

#### HARTFORDSHIRE

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)  
Mrs. J. P. Foster - Headmistress  
Required for September 1987, a teacher for a mixed class of reception children. The successful applicant must be willing to work in a semi-open plan co-operative situation and must be committed to child-centred approach.  
Scale 1.  
Application forms with removal expenses may be available in approved cases. There is a small allowance for housing to buy in the area.  
Headteacher giving full curriculum vitae and names and addresses of two referees. (11385) 110022

**HARTFORDSHIRE**  
ST. CATHERINE'S C OF E  
V.C. J.M.I. SCHOOL  
Park Road, Ware, Herts. SG12 0AW  
(Group 4)























## SECONDARY MATHEMATICS

continued

### KENT

EDUCATION COMMITTEE

CHATHAM GRAMMAR SCHOOL

Chatham, Kent ME4 6JL

Required for September 1987

Mathematics teacher (Scale 1) to teach in the department.

Applicants should send curriculum vitae and three references to the Headmaster.

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

## BARKING & DAGENHAM

EDUCATION COMMITTEE

BARKING & DAGENHAM SCHOOL

Barking, Essex DA11 7JL

Required for September 1987

Mathematics teacher (Scale 1) to teach in the department.

Applicants should send curriculum vitae and three references to the Headmaster.

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

## DEKLEY

EDUCATION COMMITTEE

DEKLEY SCHOOL

Deakley, Essex DA11 7JL

Required for September 1987

Mathematics teacher (Scale 1) to teach in the department.

Applicants should send curriculum vitae and three references to the Headmaster.

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

133422

## CALDERDALE

EDUCATION COMMITTEE

CALDERDALE SCHOOL

Calderdale, West Yorkshire WF11 7JL

Required for September 1987

Mathematics teacher (Scale 1) to teach in the department.



## SECONDARY MODERN LANGUAGES

continued

### KINGSTON UPON THAMES

EDUCATION BOROUGH OF  
KINGSTON UPON THAMES  
VERVERLEY SCHOOL  
Blakes Lane, New Malden,  
Surrey, KT9 4JN  
Tel: 01-899 1037

No on Roll: 1,000 boys, 101  
for the 1987-88  
For September 1987, a  
teacher of GERMAN and  
FRENCH is required to join  
an enthusiastic Languages De-  
partment.

Scale 1 post, London Allow-  
ance £785.  
Please either telephone the  
Headmaster at the school, or  
write to him immediately with  
full CV giving the names,  
addresses and telephone num-  
bers of two referees. An Equal  
Opportunity Employer. END  
135622

### LANCASHIRE

COUNTY COUNCIL  
ALL HALLOWS R.C. HIGH  
School, Chorley, Lancashire  
PR1 0LM  
Comprehensive 11-16. Group  
10

FRENCH/GERMAN  
Required for September 1987  
Scale 1 Probationary Teachers  
will be considered for this  
establishment and excellent  
area of the curriculum.  
Application forms (S.A.E.)  
and school details available  
from the Headmaster by 17th  
July 1987. 135622

### LONDON ED

CARDINAL POLESCHOOL  
Kenworthy Road, Hamerton,  
Essex, SS16 5JG  
Required for September 1987,  
mainly in first two years.  
135622

### MERTON

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
TAMWORTH HIGH SCHOOL  
Milton Way, Merton, Surrey  
Tel: 01-764 3112  
Headteacher: G.D.N. Giles,  
M.A. 750, 16 years

Required September 1987  
Teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### NORTHAMPTONSHIRE

CORBY LODGE PARK  
SCHOOL  
Shetland Way, Corby,  
Northants, NN17 2JH

Required from September 1987  
1987-88 MODERN LANG-  
UAGES (Scale 1) to teach  
German and French. Can-  
didates should be experienced  
with modern teaching  
methods. Opportunities for  
development will be avail-  
able.

Exchanges with Corby's  
twin town in France.  
Germany, take place on a  
regular basis as do day  
visits to France. Major  
visits to Berlin are also  
undertaken. The successful  
candidate should be willing  
to contribute to the school's  
vision for residential ex-  
perience abroad.

Further details available  
from the school or from  
Corby (0535) 503871 as  
soon as possible.

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

## NORTHAMPTONSHIRE

CHENDERT SCHOOL  
Archer Road, Middleton  
Clenny, Banbury, Oxon.

Required for September  
1987/88  
A lively, well-qualified  
TEACHER OF GERMAN  
(Scale 1) to join an enthu-  
siastic, successful depart-  
ment.

German is the first foreign  
language taught in ex-  
cellent facilities which  
include a language  
laboratory. There are lively  
exchanges with schools  
in Northern Germany and in  
France. The post may in-  
volve the teaching of some  
French, but the ability to  
offer French is not essen-  
tial.

Chendert is a group 10,  
purpose-built 11-16 com-  
prehensive school, serving a  
developing and attractive  
rural area of south-west  
Oxfordshire. Oxford and  
the Cotswolds are with-  
in easy reach. The school  
was opened in 1978, is  
attractively designed and  
maintains the drive and mo-  
mentum of a new school and a  
young, energetic staff.

Please ring the school as  
soon as possible, but before  
the 1st July, for further de-  
tails. Tel: 0455 711567

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

### SURREY

EDUCATION COMMITTEE  
TOMLINSON SCHOOL  
Alphington Avenue, Frimley,  
Surrey, GU10 2JY  
12-18 Mixed Comprehensive  
(including 180 in 6th Form)

Required for September 1987,  
a teacher of MODERN LANG-  
UAGES (Scale 1) to teach  
French and German. This is a  
large department in which  
the candidate will be expected  
to work with all pupils. The de-  
partment has a new language  
laboratory, and is generally  
well-resourced. There are  
exchanges with schools in  
France and German schools.  
Further details available from  
the Headteacher, Camberley  
38768. 135622

### SUTTON

EDUCATION BOROUGH OF  
SUTTON  
CORSHALTON HIGH SCHOOL  
West Street, Corshalton SM5  
10X

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### WALSALL

METROPOLITAN BOROUGH  
COUNCIL  
CHURCH OF FRENCH Scale 1  
Required September 1987, to  
teach the subject to GCSE.  
N.B. This is a new post. The  
successful candidate will be  
expected to work part-time  
in the department and also  
welcome to apply.  
Applications, with C.V. and  
names and addresses of two  
referees to the Headteacher, at  
the school, Walsall, West Mid-  
lands. Closing date 24th July 1987.  
Walsall is an Equal Opportu-  
nity Employer. 135622

## Multicultural Education

Scale 2 Posts and above

### BERKSHIRE

ROYAL COUNTY OF  
BERKSHIRE  
BROOKLYN SCHOOL  
Lancaster Road, Slough  
SL1 1JH  
Comprehensive 11-16. Group  
10

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

### CHENDERT SCHOOL

Archer Road, Middleton  
Clenny, Banbury, Oxon.

Required for September 1987,  
mainly in first two years.  
135622

### LONDON ED

CARDINAL POLESCHOOL  
Kenworthy Road, Hamerton,  
Essex, SS16 5JG  
Required for September 1987,  
mainly in first two years.  
135622

### MERTON

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
TAMWORTH HIGH SCHOOL  
Milton Way, Merton, Surrey  
Tel: 01-764 3112  
Headteacher: G.D.N. Giles,  
M.A. 750, 16 years

Required September 1987  
Teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### NORTHAMPTONSHIRE

CORBY LODGE PARK  
SCHOOL  
Shetland Way, Corby,  
Northants, NN17 2JH

Required from September 1987  
1987-88 MODERN LANG-  
UAGES (Scale 1) to teach  
German and French. Can-  
didates should be experienced  
with modern teaching  
methods. Opportunities for  
development will be avail-  
able.

Exchanges with Corby's  
twin town in France.  
Germany, take place on a  
regular basis as do day  
visits to France. Major  
visits to Berlin are also  
undertaken. The successful  
candidate should be willing  
to contribute to the school's  
vision for residential ex-  
perience abroad.

Further details available  
from the school or from  
Corby (0535) 503871 as  
soon as possible.

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

## BARNET

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
HUGH SCHOOL  
Orange Hill Road, Edgware,  
Middlesex, HA8 7JN  
Tel: 01-959 2410

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### BERKSHIRE

ROYAL COUNTY OF  
BERKSHIRE  
BROOKLYN SCHOOL  
Lancaster Road, Slough  
SL1 1JH  
Comprehensive 11-16. Group  
10

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### CHENDERT SCHOOL

Archer Road, Middleton  
Clenny, Banbury, Oxon.

Required for September 1987,  
mainly in first two years.  
135622

### LONDON ED

CARDINAL POLESCHOOL  
Kenworthy Road, Hamerton,  
Essex, SS16 5JG  
Required for September 1987,  
mainly in first two years.  
135622

### MERTON

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
TAMWORTH HIGH SCHOOL  
Milton Way, Merton, Surrey  
Tel: 01-764 3112  
Headteacher: G.D.N. Giles,  
M.A. 750, 16 years

Required September 1987  
Teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### NORTHAMPTONSHIRE

CORBY LODGE PARK  
SCHOOL  
Shetland Way, Corby,  
Northants, NN17 2JH

Required from September 1987  
1987-88 MODERN LANG-  
UAGES (Scale 1) to teach  
German and French. Can-  
didates should be experienced  
with modern teaching  
methods. Opportunities for  
development will be avail-  
able.

Exchanges with Corby's  
twin town in France.  
Germany, take place on a  
regular basis as do day  
visits to France. Major  
visits to Berlin are also  
undertaken. The successful  
candidate should be willing  
to contribute to the school's  
vision for residential ex-  
perience abroad.

Further details available  
from the school or from  
Corby (0535) 503871 as  
soon as possible.

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

## KIRKLEES

METROPOLITAN  
COUNCIL  
DIRECTORATE OF  
EDUCATIONAL SERVICES  
DEIGHTON HIGH SCHOOL  
Deighton Road, Deighton,  
Huddersfield HD1 1JP  
Ref: 107

Required for September 1987  
for one teacher only.  
Temporary teacher of  
French with some experi-  
ence to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### BERKSHIRE

ROYAL COUNTY OF  
BERKSHIRE  
BROOKLYN SCHOOL  
Lancaster Road, Slough  
SL1 1JH  
Comprehensive 11-16. Group  
10

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### CHENDERT SCHOOL

Archer Road, Middleton  
Clenny, Banbury, Oxon.

Required for September 1987,  
mainly in first two years.  
135622

### LONDON ED

CARDINAL POLESCHOOL  
Kenworthy Road, Hamerton,  
Essex, SS16 5JG  
Required for September 1987,  
mainly in first two years.  
135622

### MERTON

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
TAMWORTH HIGH SCHOOL  
Milton Way, Merton, Surrey  
Tel: 01-764 3112  
Headteacher: G.D.N. Giles,  
M.A. 750, 16 years

Required September 1987  
Teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### NORTHAMPTONSHIRE

CORBY LODGE PARK  
SCHOOL  
Shetland Way, Corby,  
Northants, NN17 2JH

Required from September 1987  
1987-88 MODERN LANG-  
UAGES (Scale 1) to teach  
German and French. Can-  
didates should be experienced  
with modern teaching  
methods. Opportunities for  
development will be avail-  
able.

Exchanges with Corby's  
twin town in France.  
Germany, take place on a  
regular basis as do day  
visits to France. Major  
visits to Berlin are also  
undertaken. The successful  
candidate should be willing  
to contribute to the school's  
vision for residential ex-  
perience abroad.

Further details available  
from the school or from  
Corby (0535) 503871 as  
soon as possible.

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

## ESSEX

BRENTWOOD BOROUGH  
COUNCIL  
BRENTWOOD HIGH SCHOOL  
Queens Road, Brentwood,  
Essex, CM1 4EX  
Tel: 01-275 4444

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### BERKSHIRE

ROYAL COUNTY OF  
BERKSHIRE  
BROOKLYN SCHOOL  
Lancaster Road, Slough  
SL1 1JH  
Comprehensive 11-16. Group  
10

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### CHENDERT SCHOOL

Archer Road, Middleton  
Clenny, Banbury, Oxon.

Required for September 1987,  
mainly in first two years.  
135622

### LONDON ED

CARDINAL POLESCHOOL  
Kenworthy Road, Hamerton,  
Essex, SS16 5JG  
Required for September 1987,  
mainly in first two years.  
135622

### MERTON

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
TAMWORTH HIGH SCHOOL  
Milton Way, Merton, Surrey  
Tel: 01-764 3112  
Headteacher: G.D.N. Giles,  
M.A. 750, 16 years

Required September 1987  
Teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### NORTHAMPTONSHIRE

CORBY LODGE PARK  
SCHOOL  
Shetland Way, Corby,  
Northants, NN17 2JH

Required from September 1987  
1987-88 MODERN LANG-  
UAGES (Scale 1) to teach  
German and French. Can-  
didates should be experienced  
with modern teaching  
methods. Opportunities for  
development will be avail-  
able.

Exchanges with Corby's  
twin town in France.  
Germany, take place on a  
regular basis as do day  
visits to France. Major  
visits to Berlin are also  
undertaken. The successful  
candidate should be willing  
to contribute to the school's  
vision for residential ex-  
perience abroad.

Further details available  
from the school or from  
Corby (0535) 503871 as  
soon as possible.

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

## SECONDARY PHYSICAL EDUCATION

Scale 1 Posts

### BARNET

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
HUGH SCHOOL  
Orange Hill Road, Edgware,  
Middlesex, HA8 7JN  
Tel: 01-959 2410

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### BERKSHIRE

ROYAL COUNTY OF  
BERKSHIRE  
BROOKLYN SCHOOL  
Lancaster Road, Slough  
SL1 1JH  
Comprehensive 11-16. Group  
10

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### CHENDERT SCHOOL

Archer Road, Middleton  
Clenny, Banbury, Oxon.

Required for September 1987,  
mainly in first two years.  
135622

### LONDON ED

CARDINAL POLESCHOOL  
Kenworthy Road, Hamerton,  
Essex, SS16 5JG  
Required for September 1987,  
mainly in first two years.  
135622

### MERTON

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
TAMWORTH HIGH SCHOOL  
Milton Way, Merton, Surrey  
Tel: 01-764 3112  
Headteacher: G.D.N. Giles,  
M.A. 750, 16 years

Required September 1987  
Teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### NORTHAMPTONSHIRE

CORBY LODGE PARK  
SCHOOL  
Shetland Way, Corby,  
Northants, NN17 2JH

Required from September 1987  
1987-88 MODERN LANG-  
UAGES (Scale 1) to teach  
German and French. Can-  
didates should be experienced  
with modern teaching  
methods. Opportunities for  
development will be avail-  
able.

Exchanges with Corby's  
twin town in France.  
Germany, take place on a  
regular basis as do day  
visits to France. Major  
visits to Berlin are also  
undertaken. The successful  
candidate should be willing  
to contribute to the school's  
vision for residential ex-  
perience abroad.

Further details available  
from the school or from  
Corby (0535) 503871 as  
soon as possible.

Northamptonshire wel-  
comes applications regard-  
less of marital status, sex,  
race and disability. 135622

## WEXHAM COURT

SECONDARY SCHOOL  
Church Lane, Wexham,  
Oxfordshire, OX9 3JG  
Tel: 01-235 4433

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### BERKSHIRE

ROYAL COUNTY OF  
BERKSHIRE  
BROOKLYN SCHOOL  
Lancaster Road, Slough  
SL1 1JH  
Comprehensive 11-16. Group  
10

Required for September 1987,  
a teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### CHENDERT SCHOOL

Archer Road, Middleton  
Clenny, Banbury, Oxon.

Required for September 1987,  
mainly in first two years.  
135622

### LONDON ED

CARDINAL POLESCHOOL  
Kenworthy Road, Hamerton,  
Essex, SS16 5JG  
Required for September 1987,  
mainly in first two years.  
135622

### MERTON

LONDON BOROUGH OF  
EDUCATION COMMITTEE  
TAMWORTH HIGH SCHOOL  
Milton Way, Merton, Surrey  
Tel: 01-764 3112  
Headteacher: G.D.N. Giles,  
M.A. 750, 16 years

Required September 1987  
Teacher of French with some  
experience to GCSE level. Work  
with TVEI in commercial ap-  
plications of language would be  
an advantage.  
Closing date: A.S.A.P.  
Application forms and further  
particulars of the post are  
available from the Head-  
teacher at the above address.  
Please enclose stamped  
addressed envelope. 135622

### NORTHAMPTONSHIRE

CORBY LODGE PARK  
SCHOOL  
Shetland Way, Corby,  
Northants, NN17 2JH















required for this I.A.P.S. Preparatory School of approximately 380 pupils. Situated near the centre of Leamington Spa, the school offers co-educational with day and boarding pupils. Interviews will be held early in the Michaelmas term with a view to the appointment taking effect at the start of the Summer term 1988. Applications should be addressed to The Principal.









## AN EQUAL OPPORTUNITY EMPLOYER

A College of Further, Higher and Adult Education which provides education and training for the whole community — from basic skill level to final professional qualifications.

### PRINCIPAL LECTURER: FOUNDATION STUDIES

To help develop and manage Foundation courses (CPVE; Return to Learning; Access etc.) and of Foundation support for students attending vocational courses (including Communications; Study Skills; Problem Solving and Personal Development). Applicants should have appropriate teaching and administrative experience. Energy, enthusiasm, a well informed understanding of curriculum issues, and a commitment to meeting the Foundation needs of local people will be essential.

### LECTURER II ENGLISH AS A SECOND LANGUAGE

Required from 1st January 1988 or earlier to act as a course leader for ESL provision at West Ham Centre. Also to support individual students and stimulate College course and curriculum development in ESL through membership of appropriate course teams. A knowledge of relevant Asian languages would be an advantage.

Applications from women, members of ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range: £14,784 to £18,588  
L1 £ 8,595 to £13,656  
plus £1,215 London Weighting

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

(B413)

## SHIPLEY COLLEGE

### TUTOR LIBRARIAN

### Lecturer II

Required for 1 September 1987.

Temporary post for 1 year while postholder on secondment.

The Tutor Librarian will be responsible for the management of the College Library Resource Centre. The work involves developing and exploiting the library service across the whole College and demands a high level of commitment to this type of work. The College is actively committed to a policy of equality of opportunity for all through education and the Tutor Librarian will play a key role in providing support to staff and students to this end.

Applicants should be graduate chartered librarians with teaching experience who have experience of working in a further education College. An understanding of computers, an interest in educational innovation and the ability to speak an Asian language are desirable.

Further details from College Administrator, Shipley College, Exhibition Road, Shipley, Bradford BD16 3JW. Tel. Bradford 695731.

Closing date 17 July 1987.

CITY OF BRADFORD METROPOLITAN COUNCIL

We are an equal opportunities employer.

## COLLEGES OF FURTHER & TERTIARY EDUCATION

(continued)

### KENT COUNTY COUNCIL

EDUCATION DEPARTMENT  
FURTHER EDUCATION  
Brook Street, Tonbridge

LECTURER I IN COMMERCIAL STUDIES. Required for 1st September 1987 to teach BTEC National Certificate level. Business experience in a relevant environment is essential and French is highly desirable. Teaching experience and/or Teacher training in vocational areas.

Salary Scale 1: £6,843 - £11,055 (with progression to £13,435). Starting salary dependent on experience. Closing date for applications: 28th July 1987. For further details and application form please apply to: The Principal, Further Education, Kent County Council, Brook Street, Tonbridge TN11 3BB. Tel: 01753 200026.

LECTURER II IN ENGLISH AS A SECOND LANGUAGE. Required from 1st January 1988 or earlier to act as a course leader for ESL provision at West Ham Centre. Also to support individual students and stimulate College course and curriculum development in ESL through membership of appropriate course teams. A knowledge of relevant Asian languages would be an advantage.

Applications from women, members of ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range: £14,784 to £18,588  
L1 £ 8,595 to £13,656  
plus £1,215 London Weighting

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.



## Tayside Regional Council

Further Education

DUNDEE COLLEGE OF FURTHER EDUCATION,  
OLD GLAMIS ROAD, DUNDEE DD3 8LE  
(Telephone 0382-819021)

### LECTURER A IN ELECTRICAL AND ELECTRONIC ENGINEERING

(Salary £3,840-£15,528)

Candidates should have industrial and teaching experience in a branch of Electronic Engineering, the teaching experience being preferably at Higher National Certificate level.

The teaching experience offered is likely to be mainly concerned with the teaching of the SCOTVEC Higher National and National Certificate. The preferred qualification is a Degree in Electrical and Electronic Engineering.

PERTH COLLEGE OF FURTHER EDUCATION,  
GRIFF ROAD, PERTH PH1 2NX  
(Telephone 0738-217171)

### TEMPORARY LECTURER B IN AUTOMOBILE ENGINEERING

(Salary £3,840-£15,528)

Applicants are invited from suitably qualified persons for the above temporary full-time post which will have a duration of one academic year commencing on Monday, 17 August 1987. The successful applicant will be expected to teach a wide range of Motor Vehicle Subjects and should have experience of the teaching methods used in the SCOTVEC National Certificate as well as City & Guilds.

Application forms and further details of the above posts may be obtained from the Principal of the appropriate College. Completed forms should be returned by Friday, 24 July 1987.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

(B40)

LOUGHTON COLLEGE OF FURTHER EDUCATION  
BORDERS LANE, LOUGHTON, ESSEX IG10 3SA  
Tel: 01-508 6311

### DEPARTMENT OF BUSINESS STUDIES

### LECTURER I IN BUSINESS STUDIES

to commence duties in September or as soon as possible thereafter. The successful candidate will be expected to teach at least TWO of the following: Finance, Law, Banking, Bookkeeping, Accounts, Organisation in its Environment, Distribution, Information Processing to a range of courses including: BTEC First and National levels, GCSE and GCE A level, Institute of Bankers, MSC Adult Training Schemes and Small Business courses.

Candidates should be appropriately qualified and have a teaching qualification. Suitable commercial and/or teaching experience is desirable and an ability to offer related business studies subject will be an advantage.

Salary Scale: Lecturer I £8,843 - £13,656 plus £309 p.a. Inner fringe area allowance.

Further details and application forms may be obtained from the Principal to whom completed forms should be returned by 24th July.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

## COLLEGES OF FURTHER & TERTIARY EDUCATION

(continued)

NOTTINGHAMSHIRE COUNTY COUNCIL  
EDUCATION DEPARTMENT  
FURTHER EDUCATION  
BROAD STREET, NOTTINGHAM

LECTURER I IN BUSINESS STUDIES. Required from 1st September 1987 to teach BTEC National Certificate level. Business experience in a relevant environment is essential and French is highly desirable. Teaching experience and/or Teacher training in vocational areas.

Salary Scale 1: £6,843 - £11,055 (with progression to £13,435). Starting salary dependent on experience. Closing date for applications: 28th July 1987. For further details and application form please apply to: The Principal, Further Education, Kent County Council, Brook Street, Tonbridge TN11 3BB. Tel: 01753 200026.

LECTURER II IN ENGLISH AS A SECOND LANGUAGE. Required from 1st January 1988 or earlier to act as a course leader for ESL provision at West Ham Centre. Also to support individual students and stimulate College course and curriculum development in ESL through membership of appropriate course teams. A knowledge of relevant Asian languages would be an advantage.

Applications from women, members of ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range: £14,784 to £18,588  
L1 £ 8,595 to £13,656  
plus £1,215 London Weighting

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01 552 9927 (24 hours). Closing Date: 28th July 1987.

## COLLEGES OF F











## Posts Overseas

### Yemen Arab Republic

#### The British Council, Sana'a

##### 2 Senior Teachers of English

Duties: 15 hours TEFL teaching p.w.; assistance with day to day administration of the teaching Centre; management of the teacher's Resource Room; administration of class programmes; ordering teaching materials and other supplies; timetable, registration duties, curriculum development. Qualifications: degree; RSA Dip TEFL or PGCE TEFL; 3 years' teaching experience, preferably experience with low level learners, CALL, and some in Arab world; teacher training experience desirable. Salary: YR 100,000-184,000 p.a. (21 - YR 16.50 approx). Benefits: airfares; 8 weeks leave p.a.; baggage allowance; medical scheme. Contract: 2 years, renewable, from 24 August 1987. Closing date for applications: 24 July 1987. Reference: 87 D 97-08T.

### Oman

#### Six posts at Teacher Training Colleges, Ministry of Education and Youth

87 K 23 Head of English Department Men's Teacher Training College, Salalah.  
87 K 24 Head of English Department Women's Teacher Training College, Salalah.  
87 K 25 Head of English Department Men's Teacher Training College, Qum, Muscat.  
87 K 26 Lecturer in English Women's Teacher Training College, Al Khuwair, Muscat.  
87 K 27 Head of English Department Men's Teacher Training College, Sur.  
87 K 28 Head of English Department Women's Teacher Training College, Rustaq.

Duties: to teach English language, language analysis and ELT methodology courses, and to co-ordinate teaching and administrative staff within respective departments. Qualifications: UK citizens with a British educational background; either an MA in TEFL/Linguistics plus 6 years' post MA experience or a BA in English/Modern Languages plus PGCE (TEFL) plus 9 years' post BA experience or a PhD in Linguistics/ Applied Linguistics plus 4 years' relevant

post-PhD experience. Posts 87 K 23/25/27 male only; posts 87 K 24/26/28 female only. Married teaching couples preferred for posts 87 K 23/24 and also for 87 K 25/26. Salary: OR 7,200 p.a., free of local tax (\$1 - OR 0.65 approx). In addition a sterling supplementation of \$4,000 p.a. for Head of Department posts and \$2,000 p.a. for the Lecturer post is under consideration. Allowances: OR 1,428 p.a. Benefits: free furnished accommodation; baggage allowance; free medical and dental treatment; six weeks' annual home leave. Contract: one year with the Ministry of Social Affairs and Labour in Oman, renewable by mutual agreement. Date of appointment: September 1987. Closing date for applications: 24 July 1987. Reference: 87 K 23-28T. Please indicate clearly the reference number of the post/s for which you wish to receive details.

### Sierra Leone

#### English Teaching Adviser, National Curriculum Development Centre, University of Sierra Leone

Duties: to advise on curriculum, innovation and change at all levels of schooling and primary and in-service teacher training. Qualifications: MA in TESL; experience of teacher training, curriculum and materials development and evaluation; at least 5 years' overseas experience. Salary: \$13,608-\$18,603 p.a. free of UK income tax. Overseas allowances: nil-\$878 depending on salary and marital status. Benefits: free family passages; children's education allowances and holiday visits; free furnished accommodation; baggage allowance. Date of appointment: September 1987. Contract: initially for 2 years with the British Council. Closing date for applications: 4 August 1987. Reference: 87 K 17T.

### Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid Programme to developing countries

### Philippines

Specialist Consultant in ESP, Division of Professional Education, University of the Philippines in the Visayas. Duties: in collaboration with counterpart; to conduct a needs analysis; draft a syllabus; write, trial and revise a set of materials to

develop appropriate English skills for Teachers of English to Fisheries students; train serving and student teachers on the use of these materials both directly and as models for future work; establish feedback mechanisms; contribute to evaluation of project; advise specialist on language problems of textbooks and materials for Fisheries students. Qualifications: UK citizens with a British educational background; first degree, PGCE, and MA in ESP/Applied Linguistics/TEFL; substantial experience in covering needs analysis, syllabus design, materials production and tertiary teacher training; minimum of 5 years' experience overseas. Asian experience advantageous. Salary: \$13,608-\$18,603 p.a. free of UK income tax. Overseas allowances: \$1,367-\$4,310 p.a. depending on salary levels and marital status. Date of appointment: October 1987. Contract: initially for 3 years with the British Council. Closing date for applications: 31 July 1987. Reference: 87 K 16T.

### Mozambique

#### ESP Specialist, Institute of Languages, Maputo

Duties: needs analysis of target groups in Ministries and other institutions; course design and materials preparation; staff development and in-service training within the institute. Another KELT already appointed will have responsibility for outreach courses; this KELT will have responsibility for in-house. Qualifications: UK citizens with a British educational background; first degree plus teacher's certificate and MA in Applied Linguistics/TEFL; at least 5 years' relevant overseas experience involving teaching English to adults in developing countries. Salary: \$12,408-\$15,068 p.a. free of UK income tax. Overseas allowances: \$1,368-\$2,335 p.a. depending on salary level and marital status. Date of appointment: as soon as possible. Contract: initially for 2 years with the British Council. Closing date for applications: 28 July 1987. Reference: 87 K 12T.

### Tanzania

#### Three Teacher Training Specialists, English Language Teaching Support Project

Duties: working within the system of educational zones, from bases at Dar es Salaam, Tabora and Mtwara, as part of a team currently comprising four regionally based specialists working under the direction of a project co-ordinator based in Dar es Salaam, to

improve standards of English teaching and learning in secondary schools in each region. Qualifications: UK citizens with a British educational background; first degree and an MA in Applied Linguistics/TEFL; at least 5 years' relevant overseas experience, preferably in Africa, involving teacher training. RSA Dip TEFL desirable. Reference: 87 K 13-15T.

#### Lecturer in ELT Methodology Faculty of Education University of Dar es Salaam

Duties: to teach ELT Methodology and English usage courses; to supervise teaching practice and assist in the development of a demonstration secondary school in Dar es Salaam; to take part in regional in-service seminars and work with the project team on production and use of teaching materials. This post forms an integral part of the above project; there will be close collaboration with the regionally based teacher training specialists. Qualifications: UK citizens with a British educational background; first degree and an MA in Applied Linguistics/TEFL; at least 5 years' post-MA experience involving teacher training and materials writing. Experience of working at tertiary level, preferably in Africa, desirable. Reference: 87 K 21T.

Salary for all the above posts: \$13,608-\$18,603 p.a. free of UK income tax. Overseas allowances: nil-\$2,390 depending on salary level and marital status. Date of appointment: October 1987. Contract: initially for 2 years with the British Council. Closing date for applications: 28 July 1987.

Benefits for the above posts: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1T 2AA.



## OVERSEAS POSTS

continued

## Teach English Overseas for the British Council

The British Council is recruiting Teachers of English as a Foreign Language for its Teaching Centres in:

- Algeria
- Bahrain
- Egypt
- Jordan
- Kuwait
- Qatar
- Turkey

Qualifications: The minimum requirement is a degree or teaching qualification and an RSA Dip TEFL or PGCE TEFL and at least 2 years' TEFL experience. Candidates who do not meet these requirements should not apply. These posts are particularly suitable for single teachers or married teaching couples.

Salaries: An attractive salary package is offered. Details vary according to country.

Extra Benefits: For all posts include air fares to and from post, baggage allowance and paid leave. Many posts offer further benefits including medical insurance/provision and a generous accommodation allowance.

Contracts: 2 years (Egypt: 1 year), renewable.

Starting date: 1 September.

Applications are invited as soon as possible.

Full details of all posts from Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1T 2AA. Please quote reference 87 D 100T.



## ADMINISTRATION L.E.A.



## EDUCATION

## Exciting New Career Opportunities For Qualified and Experienced Teachers and Lecturers

### Hertfordshire Youth Technology and Enterprise Centre

#### General Manager - Graphic and Manufacturing Design (Scale 4 or equivalent)

#### Manager - Communications and Services (Scale 3 or equivalent)

Required from January 1988 (or earlier if possible).

The Centre's primary responsibility is the provision of simulated work experience for fourth year school students.

To ensure its continued success, we require a General Manager able to offer a high level of skill and knowledge in graphic and product design, with an emphasis on the cross curricular application of design and communication.

Reporting to the Director, the successful applicant will lead a team of Managers working in Design and Reprographics and Design and Manufacture, with specific responsibility for the development of successful programmes of work and resource materials to integrate all aspects of TVEI courses within the Centre.

Applications are also invited for the position of Manager (Communications and Services) from candidates able to offer a high level of skill and knowledge in the use, application and development of information and communication systems and the management of technical and information resources.

The Centre provides outstanding facilities and full opportunity for personal and professional development, as part of a team of dedicated professionals.

Both positions are permanent. A generous relocation grant is available in approved cases.

For further details contact the Director, John M Hogarth, on Stevenage (0438) 316477.

Applications by letter, enclosing curriculum vitae and the names and addresses of three referees, should be forwarded to the Director, Hertfordshire Youth Technology and Enterprise Centre, Mossbury School, Webb Rise, Stevenage, SG1 5PA by 24 July 1987.



Hertfordshire County Council  
An Equal Opportunity Employer

## EDUCATION DEPARTMENT

### ASSISTANT COMMUNITY EDUCATION OFFICER (Harlow & Uttlesford Areas)

Soulbury £14,151 - £15,867 plus £309 fringe allowance Post No: C001

This is one of eleven posts working within specifically designated geographical areas of the county as part of the Community Education Service. The post is based at the Harlow Youth and Community Office and carries special responsibility for the Youth Provision in the Harlow and Uttlesford District Council areas.

The post is part of the County Team and the holder will be expected to contribute to the organisation of County events, special projects and training courses.

Applicants should be teachers, qualified Youth Leaders, or graduates in a relevant discipline.

### CAREERS SERVICE - 3 POSTS

#### RE-ADVERTISEMENT

#### CAREERS OFFICER (SPECIAL EDUCATIONAL NEEDS)

Scale S01 £10,589 - £11,271.

(Pay Award Pending) Post No: C0804

Applications are invited from experienced Careers Officers for this newly created post to strengthen the service offered to young people with special educational needs. The Officer appointed will be one of a team of three County Specialists. The work will involve a personal case-load and acting as a consultant to colleagues.

Applicants will need to demonstrate a real commitment to working with young people with special educational needs.

The post will be based at Chelmsford and serve the needs of the Mid and West Essex Careers Service areas.

Previous applicants will automatically be considered.

### CAREERS OFFICER (MAIN GRADE)

Scale 4 or 5 - £7311 - £8172 or £8391 - £9216

(Pay Award Pending) Post No: C0858

Required at Chelmsford Careers Office.

Applicants who will hold a diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression prospects to senior posts.

### CAREERS OFFICER (MAIN GRADE)

Clacton Careers Office

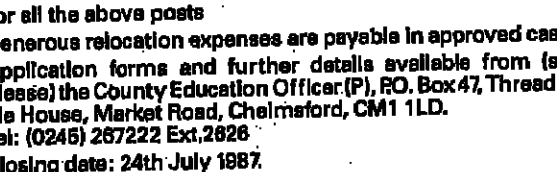
Scale 4 or 5 - £7311 - £8172 or £8391 - £9216

(Pay Award Pending) Post No: C0849

Applicants who will hold the diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression prospects to senior posts.

For all the above posts  
Generous relocation expenses are payable in approved cases.  
Application forms and further details available from (s.a.s. please) the County Education Officer (P), RO, Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD.  
Tel: (0245) 267222 Ext. 2626  
Closing date: 24th July 1987.



### DEPUTY DIRECTOR OF EDUCATION

£20,910 - £23,001  
(National Salary Award Pending)

Applicants should be graduates with successful teaching and substantial administrative experience.

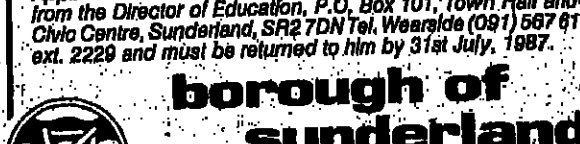
The Council is looking for someone who will work imaginatively and constructively and who has the commitment, drive and determination that the post requires.

### ASSISTANT DIRECTOR OF EDUCATION - FURTHER EDUCATION

£15,567 - £16,773

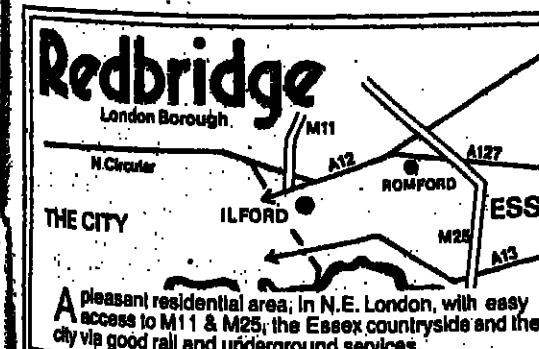
Applicants should be graduates with teaching and, preferably, administrative experience in an education office. The person appointed will assist the Senior Assistant Director for Further Education in the exercise of responsibilities which are mainly concerned with Sunderland Polytechnic, two large colleges of further education, a substantial youth, adult and community service, a careers advisory service, the awards system, the Youth Training Scheme and outdoor education centres. Approval was recently received for the development of a tertiary system. The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team.

There is a scheme for assistance with re-location expenses. Application forms and further particulars (s.a.s.) are obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN Tel. Wearside (091) 567 6181 ext. 2229 and must be returned to him by 31st July, 1987.



For more and further details from:  
Directorate of Educational Services  
Education Department  
265/269 High Road, Ilford, Essex.  
IG1 1NN

Forms back by 24 July 1987



A pleasant residential area in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

If you are keen to work in an Education Department Staffing Section, then you could be the person we're looking for.

### We need a new Deputy Head of Staffing Section

We'll pay up to £11,385 and we offer:

\* the chance to join a fast developing section at an exciting time.

\* early opportunities to develop administrative systems in respect of G.R.I.S.T. (you should know what this means).

\* experience of the computerisation of much of the work of the section.

We are looking for a lively, committed person, preferably with some previous experience of this work.

Form and further details from:  
Directorate of Educational Services  
Education Department  
265/269 High Road, Ilford, Essex.  
IG1 1NN

Forms back by 24 July 1987

## RIYADH SCHOOLS SAUDI ARABIA TEACHERS

Applications are invited from Male and Female to teach non native speakers ages 4-18 in Riyadh, Saudi Arabia.

Applicants must be English native speakers with suitable EFL qualified and experience. Contracts are for one year and renewable, and various benefits include tax free salaries.

Interested applicants should apply in writing immediately to the following address, enclosing a complete C.V. (giving day time telephone number, two personal photos, and non-returnable copies of qualifications):

Riyadh Schools  
Saudi Arabian Educational Office  
29 Belgrave Square  
London SW1X 8QB (Ref No. 267)

Interviews to be held between 10th July and 24th July 1987, and terms of employment will be discussed then.

### SAUDI ARABIA

Modern Saudi Private Schools seeking Head of Department and English Teachers (between EFL). Applicants must have experience in teaching primary and secondary students aged 4-12 years. Salary includes recent photo; full address and telephone number. Salary starts at \$8,000 per month and \$8,000 for Head of Department. Successful candidates will be offered a bachelor accommodation provided. Location of schools: Jeddah, Riyadh, Dammam and Yanbu. Interviews will be held in the week of July 1987. Please send C.V. and photo to: Saudi Arabian Educational Office, 29 Belgrave Square, London SW1X 8QB. (11567) London SW15 460000

### SAUDI ARABIA

ENGLISH TEACHING POSTS. We are currently seeking male English teachers who should have post graduate qualification in TEFL or a BA in English/Modern Languages plus PGCE (TEFL) plus 9 years' post BA experience or a PhD in Linguistics/ Applied Linguistics plus 4 years' relevant experience. We offer tax free salary, free furnished accommodation, free utilities, car (must have licence), free medical insurance, air fare and paid leave. Contracts 12 months renewable. Interviews London 09.15th July. Resumes to: Kent Thomas Ltd, 3rd Floor, 100, Strand, London WC2R 0JH. Tel: 01-634 4044. Jeddah. (17584) 460000

### SCIENCE TEACHERS

with C.G.P. experience required for Mid-East posts. Write to: Mr. T. J. Prior, House 10, The Priory, Loughborough, Leics. LE11 3JH. (17584) 460000

### SPAIN

THE WYKE ENGLISH CENTRE (near Merthyr Tydfil, 12 03600) requires a qualified teacher for the post of English Teacher. For full time work with a variety of pupils. Write to: The Wyke English Centre, Merthyr Tydfil, 12 03600. (36469)

### SPAIN

E.L.B. (Spain) require TEFL teachers for their contract in Murcia for October. Interviews held in London in August. Write to: E.L.B. (Spain), 10, St. James's Place, London W1 8DB. (17584) 460000

### SPAIN

IZARRA INTERNATIONAL COLLEGE. Well established mixed boarding school near Vitoria in the North of Spain offering a bilingual education to Spanish speaking children. The following for September 1987: English medium section: 1. Infant Teachers 6-5 years 2-7 years 14-18 years 2. E.P.L. 11-14 years 14-18 years. Post of responsibility available to candidates with appropriate qualifications and experience. Joint applications from married couples particularly welcome. Letter, plus C.V. and photo to: Izarra (Alava) Spain, (11434) 460000

### SPAIN

Qualified EFL teachers needed preferably with knowledge of Spanish to work in North West Spain. Please send C.V. and photo to: International Centre, 100, Strand, London WC2R 0JH. (17584) 460000

### SPAIN

TEACHING IN SPAIN. Small British Curriculum School on the island of Ibiza. Spanish invites applications for the following teaching posts: 1. Secondary English Teacher (11-14 years) 2. Primary English Teacher (5-11 years) 3. Primary English Teacher (5-11 years) 4. Primary English Teacher (5-11 years) 5. Primary English Teacher (5-11 years) 6. Primary English Teacher (5-11 years) 7. Primary English Teacher (5-11 years) 8. Primary English Teacher (5-11 years) 9. Primary English Teacher (5-11 years) 10. Primary English Teacher (5-11 years) 11. Primary English Teacher (5-11 years) 12. Primary English Teacher (5-11 years) 13. Primary English Teacher (5-11 years) 14. Primary English Teacher (5-11 years) 15. Primary English Teacher (5-11 years) 16. Primary English Teacher (5-11 years) 17. Primary English Teacher (5-11 years) 18. Primary English Teacher (5-11 years) 19. Primary English Teacher (5-11 years) 20. Primary English Teacher (5-11 years) 21. Primary English Teacher (5-11 years) 22. Primary English Teacher (5-11 years) 23. Primary English Teacher (5-11 years) 24. Primary English Teacher (5-11 years) 25. Primary English Teacher (5-11 years) 26. Primary English Teacher (5-11 years) 27. Primary English Teacher (5-11 years) 28. Primary English Teacher (5-11 years) 29. Primary English Teacher (5-11 years) 30. Primary English Teacher (5-11 years) 31. Primary English Teacher (5-11 years) 32. Primary English Teacher (5-11 years) 33. Primary English Teacher (5-11 years) 34. Primary English Teacher (5-11 years) 35. Primary English Teacher (5-11 years) 36. Primary English Teacher (5-11 years) 37. Primary English Teacher (5-11 years) 38. Primary English Teacher (5-11 years) 39. Primary English Teacher (5-11 years) 40. Primary English Teacher (5-11 years) 41. Primary English Teacher (5-11 years) 42. Primary English Teacher (5-11 years) 43. Primary English Teacher (5-11 years) 44. Primary English Teacher (5-11 years) 45. Primary English Teacher (5-11 years) 46. Primary English Teacher (5-11 years) 47. Primary English Teacher (5-11 years) 48. Primary English Teacher (5-11 years) 49. Primary English Teacher (5-11 years) 50. Primary English Teacher (5-11 years) 51. Primary English Teacher (5-11 years) 52. Primary English Teacher (5-11 years) 53. Primary English Teacher (5-11 years) 54. Primary English Teacher (5-11 years) 55. Primary English Teacher (5-11 years) 56. Primary English Teacher (5-11 years) 57. Primary English Teacher (5-11 years) 58. Primary English Teacher (5-11 years) 59. Primary English Teacher (5-11 years) 60. Primary English Teacher (5-11 years) 61. Primary English Teacher (5-11 years) 62. Primary English Teacher (5-11 years) 63. Primary English Teacher (5-11 years) 64. Primary English Teacher (5-11 years) 65. Primary English Teacher (5-11 years) 66. Primary English Teacher (5-11 years) 67. Primary English Teacher (5-11 years) 68. Primary English Teacher (5-11 years) 69. Primary English Teacher (5-11 years) 70. Primary English Teacher (5-11 years) 71. Primary English Teacher (5-11 years) 72. Primary English Teacher (5-11 years) 73. Primary English Teacher (5-11 years) 74. Primary English Teacher (5-11 years) 75. Primary English Teacher (5-11 years) 76. Primary English Teacher (5-11 years) 77. Primary English Teacher (5-11 years) 78. Primary English Teacher (5-11 years) 79. Primary English Teacher (5-11 years) 80. Primary English Teacher (5-11 years) 81. Primary English Teacher (5-11 years) 82. Primary English Teacher (5-11 years) 83. Primary English Teacher (5-11 years) 84. Primary English Teacher (5-11 years) 85. Primary English Teacher (5-11 years) 86. Primary English Teacher (5-11 years) 87. Primary English Teacher (5-11 years) 88. Primary English Teacher (5-11 years) 89. Primary English Teacher (5-11 years) 90. Primary English Teacher (5-11 years) 91. Primary English Teacher (5-11 years) 92. Primary English Teacher (5-11 years) 93. Primary English Teacher (5-11 years) 94. Primary English Teacher (5-11 years) 95. Primary English Teacher (5-11 years) 96. Primary English Teacher (5-11 years) 97. Primary English Teacher (5-11 years) 98. Primary English Teacher (5-11 years) 99. Primary English Teacher (5-11 years) 100. Primary English Teacher (5-11 years) 101. Primary English Teacher (5-11 years) 102. Primary English Teacher (5-11 years) 103. Primary English Teacher (5-11 years) 104. Primary English Teacher (5-11 years) 105. Primary English Teacher (5-11 years) 106. Primary English Teacher (5-11 years) 107. Primary English Teacher (5-11 years) 108. Primary English Teacher (5-11 years) 109. Primary English Teacher (5-11 years) 110. Primary English Teacher (5-11 years) 111. Primary English Teacher (5-11 years) 112. Primary English Teacher (5-11 years) 113. Primary English Teacher (5-11 years) 114. Primary English Teacher (5-11 years) 115. Primary English Teacher (5-11 years) 116. Primary English Teacher (5-11 years) 117. Primary English Teacher (5-11 years) 118. Primary English Teacher (5-11 years) 119. Primary English Teacher (5-11 years) 120. Primary English Teacher (5-11 years) 121. Primary English Teacher (5-11 years) 122. Primary English Teacher (5-11 years) 123. Primary English Teacher (5-11 years) 124. Primary English Teacher (5-11 years) 125. Primary English Teacher (5-11 years) 126. Primary English Teacher (5-11 years) 127. Primary English Teacher (5-11 years) 128. Primary English Teacher (5-11 years) 129. Primary English Teacher (5-11 years) 130. Primary English Teacher (5-11 years) 131. Primary English Teacher (5-11 years) 132. Primary English Teacher (5-11 years) 133. Primary English Teacher (5-11 years) 134. Primary English Teacher (5-11 years) 135. Primary English Teacher (5-11 years) 136. Primary English Teacher (5-11 years) 137. Primary English Teacher (5-11 years) 138. Primary English Teacher (5-11 years) 139. Primary English Teacher (5-11 years) 140. Primary English Teacher (5-11 years) 141. Primary English Teacher (5-11 years) 142. Primary English Teacher (5-11 years) 143. Primary English Teacher (5-11 years) 144. Primary English Teacher (5-11 years) 145. Primary English Teacher (5-11 years) 146. Primary English Teacher (5-11 years) 147. Primary English Teacher (5-11 years) 148. Primary English Teacher (5-11 years) 149. Primary English Teacher (5-11 years) 150. Primary English Teacher (5-11 years) 151. Primary English Teacher (5-11 years) 152. Primary English Teacher (5-11 years) 153. Primary English Teacher (5-11 years) 154. Primary English Teacher (5-11 years) 155. Primary English Teacher (5-11 years) 156. Primary English Teacher (5-11 years) 157. Primary English Teacher (5-11 years) 158. Primary English Teacher (5-11 years) 159. Primary English Teacher (5-11 years) 160. Primary English Teacher (5-11 years) 161. Primary English Teacher (5-11 years) 162. Primary English Teacher (5-11 years) 163. Primary English Teacher (5-11 years) 164. Primary English Teacher (5-11 years) 165. Primary English Teacher (5-11 years) 166. Primary English Teacher (5-11 years) 167. Primary English Teacher (5-11 years) 168. Primary English Teacher (5-11 years) 169. Primary English Teacher (5-11 years) 170. Primary English Teacher (5-11 years) 171. Primary English Teacher (5-11 years) 172. Primary English Teacher (5-11 years) 173. Primary English Teacher (5-11 years) 174. Primary English Teacher (5-11 years) 175. Primary English Teacher (5-11 years) 176. Primary English Teacher (



**DORSET COUNTY COUNCIL**  
**COUNTY EDUCATION DEPARTMENT**  
**EDUCATION/INDUSTRY**  
**LIAISON OFFICER**  
(Based at Dorchester)

This important post is intended to foster and stimulate the growing links between schools and industry/commerce in Dorset.

The Authority seeks to appoint for January 1988 a person of outstanding initiative and enthusiasm who will preferably have successful experience in both industry/commerce and education.

Salary PO 10 (Points 42-46) £15,965 to £17,151.

Application forms returnable by 24th July 1987 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ on receipt of s.a.e. and Please quote post G03 03X.

(40774)



**Lancashire**  
**County Council**

An Equal Opportunities Employer welcoming applications from all sections of the community.  
**UNEMPLOYMENT SPECIALIST CAREERS OFFICER**  
Salary: \$01 £11,070 - £11,805 per annum

Required for Lancaster District Careers Office.

Applicants must be experienced Careers Officers, already possessing the Diploma in Careers Guidance, but personal qualities such as enthusiasm and initiative are also important.

Duties involve counselling those on YTS, maintaining close relations with training providers and offering guidance and support services to the unemployed. Lancaster/Morecambe is one of Lancashire's largest Districts, with a staff of fifteen including two USCO's and two USBO's.

Application forms from the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ (SAE please). Ref: A1205/1/PJ. Closing date: 28th July, 1987.



**SHROPSHIRE**  
**EDUCATION**  
**AUTHORITY**  
**ADVISER FOR**  
**POST-16 EDUCATION**  
**Soulbury HT Group 9**

This newly established post is aimed at strengthening the Authority's support for F.E. and other post-16 education. Candidates should have successful teaching experience relevant to the post, and a significant part of this experience should have been gained in the F.E. system. Experience of involvement in staff and curriculum development work is also desirable.

Application forms and further particulars from The County Education Officer (GEN/8), Education Department, Shrewsbury, Shropshire (send s.a.e. please) returnable by 24th July, 1987.

(0443)

**COMMUNITY EDUCATION**  
(Re-advertisement)

**ASSISTANT EDUCATION**  
**OFFICER (Community Education)**

Salary under review, but not less than £18,000 p.a.

Following a review of the Community Education Service and a reorganisation of posts the Authority wishes to appoint from 1st January or before.

This post will provide opportunities for persons with a range of experience to enter educational administration and make a significant contribution to the development of the service. Experience of the practice of community education and of management an advantage.

Further details and application forms available from Mrs. B. Rowlandson, Shire Hall, Castle Hill, Cambridge CB3 9AP, to whom completed forms should be returned by 31st July 1987.

**CAMBRIDGESHIRE**

An Equal Opportunity Employer

**ADMINISTRATION**  
**L.E.A. continued**  
**and GENERAL**  
**ADMINISTRATION**

**ESSEX COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
**EDUCATION OFFICER**  
**(BUILDINGS) SMG1**

£18,822 - £20,934

Applications are invited for a newly established post of Education Officer (Buildings) in the Schools Branch of the County Education Office, Chelmsford.

The person appointed will under the general direction of the Senior Education Officer (Development and Buildings) lead and co-ordinate a team of Project Officers and supporting staff whose task is to implement Capital Programmes which have now risen to some £21 million a year.

The work will include establishing educational needs and priorities, and promoting the efficient use of existing buildings. Candidates should have a degree or its equivalent and relevant experience in local authority educational administration.

Closing date: 24th July 1987.

Generous relocation expenses payable in approved cases.

Application forms and further details available from (s.a.e. please) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford 267222 ext 2626.



(0474)

**Directorate of Educational Services**  
**13+ Division**  
**DIVISIONAL**  
**ADMINISTRATIVE OFFICER**  
£14,301-£15,567 p.a.

Applications are invited for this demanding and challenging post in this Division, which covers Upper Schools, Colleges, Careers and Youth and Community Services. Responsible to the Assistant Director 13+ for the promotion and maintenance of the Division's planning, management, financial and administrative systems, you will also lead cross-Divisional initiatives in support of the Authority's policies, and ensure effective management information systems. You will service and play an important role as a member of the 13+ Management Group, developing and implementing strategies for the whole range of 13+ educational provision. You will be well qualified, enthusiastic and have at least two years' successful experience of managing and motivating staff at sectional level. Bradford is a large metropolitan authority, with an outstanding record for educational innovation and development. The post offers a unique opportunity for career development in this local and vital area of local government.

Ref: E2667/TES

This Council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel: Bradford 752536. Closing date Monday 20th July, 1987.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.

**City of Bradford Metropolitan Council**

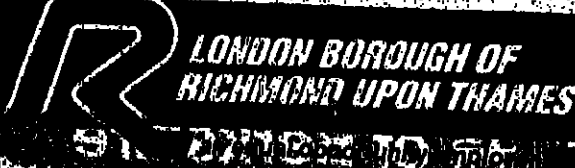
**EDUCATION DEPARTMENT**  
**GENERAL INSPECTOR**  
£20,055 - £21,561 pa. inc.  
(pay award pending)

This is a new post, available from January 1988.

The postholder's principal responsibility will be to co-ordinate, under the direction of the Chief Inspector, the work of the Inspectorate in facilitating, delivering, monitoring and evaluating the Inset programme. She will also manage the induction programme for probationary teachers in secondary schools, undertake pastoral responsibility for at least two secondary schools and have some curriculum responsibility dependent upon higher skills and experience.

Form and further details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01 89 7518), returnable by 27th July 1987.

(047)



**Lancashire**  
**County Council**

An Equal Opportunities Employer welcoming applications from all sections of the community.  
**CO-ORDINATOR FOR SECTION 11 SUBMISSIONS**  
(Local Government Act 1986)

Salary: (PO 38-41) £14,301 - £15,567 per annum

This new and challenging post is based within the Education Department at County Hall, Preston.

Candidates should be academically well qualified with previous administrative experience at a senior level and have a sound knowledge of Section 11 procedures. The successful postholder will be responsible for the preparation and submission of applications by the Education Department for grant aid under Section 11 of the Local Government Act 1986 and for the subsequent monitoring of the provision and effectiveness of all Section 11 posts.

Application forms from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston, PR1 8RJ (SAE please). Ref: CO.3511/PJ.

Closing date: 24th July, 1987.



**Department of Education**  
**CHIEF EDUCATION WELFARE OFFICER**  
**PO2 (£12,882-£13,890)**

The Authority is seeking an experienced, and/or qualified person to provide leadership to a team of 19 Officers. Managerial experience and a sound knowledge of education welfare work are essential requirements, with liaison with other agencies being an important aspect of the post.

A Casual car user allowance (£1199cc limit) and assistance with removal expenses are payable in approved cases; temporary accommodation may be available.

Application forms and further particulars are available from the Director of Personnel and Management Services, Civic Centre, Regent Street, Gateshead, NE8 1HH returnable by 24 July 1987.

**Equal Opportunities**  
We are an Equal Opportunities employer and welcome applications from candidates of any age, disability, marital status, race or sex.

**- MESU -**  
**Microelectronics Education Support Unit**  
**COORDINATOR FOR**  
**SPECIAL NEEDS**  
**Soulbury HT Group 8**  
£16,785/£18,273 p.a. - under review

The Microelectronics Education Support Unit is a national organisation funded to promote and spread good practice in the use of new technologies in schools. To ensure provision for children with special needs, MESU currently funds in-service training, curriculum and software development, and information activities in the Special Education Microelectronics Resource Centres and outlying units.

The post of Coordinator for Special Needs will be based in County. The postholder will have responsibilities for coordinating the activities of the SEMERCS and other units, and for integrating their work with that of MESU in general.

The post will be available from September 1st, 1987, although an appointment for January 1st can be considered. The appointment will be made until March 31st, 1989.

Application should be made, with curriculum vitae, to: John Pater, Director, MESU, Unit 8, Sir William Lyons Road, Salford Park, University of Warwick, Coventry, CV4 7EZ. The closing date for applications is July 24th, 1987.

Further details are available by telephoning Brenda Burns on 0203 418994 during office hours.

The Unit welcomes applications from disabled persons, members of ethnic minority groups and all other sections of the community.

**NEW COLLEGE DURHAM**

**CHIEF ADMINISTRATIVE OFFICER**  
(RE-ADVERTISEMENT)

Applications are invited for the post of Chief Administrative Officer within this institution of Further and Higher Education. The post holder is directly responsible to the Principal for the provision, supervision and control of the Financial, Administrative, Secretarial and Domestic Services within the College.

The post also carries with it responsibilities as Clerk to the Governors.

Applicants should be graduates, or graduate equivalent, with a relevant professional qualification, and should be able to demonstrate successful managerial and administrative experience at a senior level. This is a demanding post and the successful candidate is likely to be a younger person with drive, enthusiasm, initiative and efficiency.

The salary scale for the post is PO 11 (43-46) £18,389 - £27,764 per annum and the Conditions of Service are those of the National Agreement for APT & Catari.

Application forms and further details, returnable within fourteen days of the appearance of this advertisement, may be obtained from The Principal, New College Durham, Framwellgate Moor, County Durham, DH1 6ES, on receipt of a stamped addressed envelope.

Previous applications will remain under consideration.

Application forms and further details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01 89 7518), returnable by 27th July 1987.

**EDUCATION DEPARTMENT**  
**Educational**  
**Psychologists**  
(2 posts)

£12,201 - £16,236 + London Allowance

(Salary under review).

Applications are invited for 2 vacant posts. The successful Educational Psychologists who are expected to facilitate the full implementation of the 1981 Education Act and augment the range of existing services at present provided by the School Psychological Service.

Service delivery is largely team based although there is plenty of scope for individual work. A particular emphasis is placed on regular consultations with teachers in Primary, Secondary and Special Needs establishments.

The School Psychological Service is committed to actively promoting an integrational policy towards Special Needs.

Applicants will be accepted both from newly qualified, as well as experienced, Educational Psychologists.

All candidates, however, should have an Honours Degree in Psychology, post graduate training in Educational Psychology and appropriate teaching experience.

Applications from Educational Psychologists with specialist knowledge of, or an interest in, ethnic minorities will be particularly welcomed.

Further details and application forms returnable by 29th July 1987 from the Director of Education, Education Offices, 378-383 High Street, Stratford, London, E15 4RD. Telephone No. (01) 534 4545 Ext. 30785.

Previous applicants will be automatically considered and need not re-apply.

(0417)



**EDUCATION DEPARTMENT**

**EDUCATIONAL**  
**PSYCHOLOGISTS**

Ref. ED.132

£10,170-£17,148 p.a.

+ casual user car allowance and car loan facilities.

Applications are invited to fill two posts, one permanent and one temporary covering for maternity leave, from enthusiastic, fully qualified educational psychologists seeking to join a well established team of ten educational psychologists and four social workers. To assist schools to identify and provide for the special educational and related needs of children and their families, the psychological service provides consultative and project work in schools and in-service training initiatives; these complement a range of individual case related activities, including assessment, the provision of formal psychological advice and casework or therapeutic responses.

Educational psychologists are encouraged in professional skill retention and innovation and to develop specialist contributions and interests within the total service response.

Last date for receipt of completed applications: 24th July, 1987.

Application forms and details from: Personnel Dept., P.M.S.U., Civic Centre, Barwick Street, Walsall WS1 1TP, quoting job title and reference number. Tel: Walsall 21244 ext. 3202.

**Walsall**  
An Equal Opportunity Employer

**Metropolitan Borough**

**Oxfordshire**  
**County Council**

**AN EQUAL OPPORTUNITY EMPLOYER**

Nursery places for children aged 6 months to 5 years may be available at a day nursery in Oxford run by the St. Thomas Day Nursery Association

**EDUCATION DEPARTMENT**  
**AREA EDUCATIONAL**  
**PSYCHOLOGISTS**

(Salary - Soulbury Scale £13,053 - £17,148 per annum)

Applications are invited from fully qualified Educational Psychologists for: (1) one full-time position; (2) one part-time (term-time only considered) position, to work as members of a team in Oxfordshire.

Appropriate car allowance and removal expenses payable in approved cases.

Further details and application forms obtainable from the Chief Education Officer, Oxfordshire County Council, Wheatlefield House, New Road, Oxford, OX1 1NA, or by telephone from Pat Adsett: Oxford 815131.

Interested candidates may refer in more detail to Kirsten Bow, School Psychological Service, telephone number 01860 21880.

Application forms and further details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01 89 7518), returnable by 27th July 1987.

Previous applications will remain under consideration.

Application forms and further details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01 89 7518), returnable by 27th July 1987.

Application forms and further details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01 89 7518), returnable by 27th July 1987.

Application forms and further details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01 89 7518), returnable by 27th July 1987.

**Administration**  
**General**

**SCHOOLS ABROAD LTD**

**EDUCATIONAL TOURS**  
**DEPARTMENT**  
**ADMINISTRATIVE**  
**ASSISTANT**

An exciting opportunity to join one of the UK's fastest growing travel companies.

A vacancy exists for an Administrative Assistant for its new programme of Educational Tours in Europe. Duties include telephone sales, on-site administration in a busy office environment.

The ideal candidate will be aged 21-35 yrs and demonstrate enthusiasm and versatility as well as organisational skills. An understanding of the educational world is preferred and would be a bonus in either French or German.

We offer an attractive salary and opportunities for career travel.

Please ring Schools Abroad Ltd., Personnel Department for an application form on 0444 414132. (114775) 00000

**Peripatetic Posts**

**DURHAM**  
**COUNTY COUNCIL**  
**PERIPATETIC**  
**INSTRUMENTAL MUSIC**  
**SERVICE**

Peripatetic Instrumental Music Teacher/Instructor required as soon as possible for Windward (Horn) and String (Violin) classes. Scale according to qualifications, plus for mileage allowance.

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

Applicants should send an application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 24th July 1987. (11275)

**WIRRAL**  
**METROPOLITAN BOROUGH**  
**EDUCATION**  
**DEPARTMENT**

Municipal Offices, Cleveland Street, Birkenhead L41 6NH. Required for 1st October 1987 or as soon as possible thereafter. Applications invited from qualified teachers for the post of FULL TIME VIOLIN TEACHER.

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

Applicants should send an application form to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom they should be returned by 24th July 1987. (38565) 67000

App



